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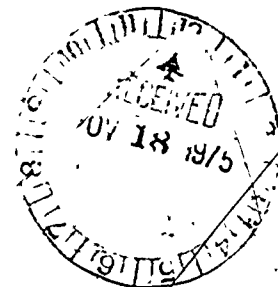
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ABSTRACT

Initiated in 1971, this early education program for children of migrant farm workers uses the adult members of the child's extended family as paraprofessional teachers who have full responsibility for teaching the child. Professional teachers, employed to "back up" the parent teacher, help with training, curriculum planning, securing teaching materials, and performing other services which will help the parent teacher do a more effective teaching job. The program design as 2 components: the "mobile" and the "stationary" components. In the mobile component, the teaching adult brings the children together as they move from La Grulla (Texas) to various work stops in Washington, Oregon, Idaho, and Illinois and continues to teach them. In the stationary program, year-round centers are operated in Connell and Moses Lake (Washington) to serve the settled-out migrant who is still a seasonal farm worker and the migrants who come in temporarily during the peak seasons. Programmed curriculum materials are used to teach math, reading, handwriting, and language in Spanish and English. Weekly "placement" reports are kept for each child in each subject. The program has provided a significant educational advantage to the children served. This detailed report of program effectiveness covers the instructional, staff development, parent and community involvement, and materials development components and the management for an interstate delivery system. (NQ)



TRAINING MIGRANT PARAPROFESSIONALS IN
BILINGUAL MINI HEAD START

FINAL EVALUATION
1974-75 Program Year

Prepared by Beverly McConnell, Evaluator



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INTRODUCTION

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TRAINING MIGRANT PARAPROFESSIONALS IN BILINGUAL MINI HEAD START is an early education program for the children of migrant farm workers. It is operated by Educational Service District 104, located in Ephrata, Washington. However, the services offered are at two permanent sites in Washington State and at La Grulla, Texas during the winter, and many different small towns in northern states as the program follows the families to work locations.

The program was initiated in 1971 and is now in its fifth year of operation. This evaluation represents the seventh in a series that have been published on this program.

The program is funded by the Division of Bilingual Education of the U.S. Office of Education, for whom this evaluation is prepared.

The project also receives funds through the Texas Migrant Council for operation of the preschool portion of the interstate component. These funds are made available by the National Program Desk for Migrants and Indians in the Office of Child Development, Head Start Programs.

The preschool programs which operate year-round in Washington State receive funds from the Division of Social and Health Services utilizing Title IVA of the Social Security Act, and from Head Start matching funds provided by the State of Washington.

The school-age component, while it operates in Washington State, receives funds from the Office of the Superintendent of Public Instruction, URRD program. The program also utilized funds provided by private agencies and donors.

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A FOUR-YEAR PERSPECTIVE EVALUATION OF THE USE OF
PARENTS AS TEACHERS (NOT AIDES), IN AN EARLY
 CHILDHOOD EDUCATION PROGRAM

Why This Project Was Developed Using Parents
as Teachers

In 1971 this program was developed to respond to the needs of migrant children. One of the primary needs was the effect of repeated disruption in schooling. Migrant children, by definition, move, and move again as their families earn a living following the crops. The problems a child can have with the readjustment to new methods, materials, and teachers is familiar to anyone who had to change schools as a child. Add to this cultural difference from the local population and linguistic differences from most of the professional teachers encountered. Together these obstacles to successful school progress have added up to a disaster for the migrant population of the United States--early falling behind in school and an average school career ending in fifth grade for the majority of adult migrants.

This program sought to design a means of bringing some continuity into the schooling of these children. And the only adult who is a stable part of the environment of a child who moves repeatedly is his parent, or other adult relatives as migrants frequently travel together in family groups variously related to one another. The program designed, therefore, started from the basic principle that it MUST WORK using only the adult members of a child's extended family as teaching staff.

There are a great many programs in schools throughout the country that use adult paraprofessionals from the "target population" as aides. In this case normally a professional teacher is responsible for planning and usually presenting new concepts to a child; the aide is usually responsible for following up by testing the child's understanding, reinterpreting what the teacher has said if there is a language barrier, or similar activities which "back up" or free the teacher to do more of the teaching.

In this program, however, the paraprofessional teacher--the migrant parent or relative of the child--has the full responsibility for teaching the child. The project has professional teachers employed, but their title is "trainer" and they DO NOT WORK DIRECTLY with the children. Their role is to "back up" the parent teacher--to train, to help with curriculum planning, to secure teaching materials and perform other services that will help the parent teacher to do a more effective job in teaching the children.



Mercedes Guzman, enrolled at Umatilla, Oregon in the fall, La Grulla, Texas during the winter, Prosser, Washington in the spring, and finally at Lynden, Washington (near the Canada border) in June, 1975.

Changing schools four times in one year is not uncommon for a migrant child. To try to bring some continuity into their schooling, adults from migrant families were trained to be teachers who provide supplementary tutoring to the school-age children as they move. Using the same curriculum materials through several moves has greatly improved the reading, math, and language skills of children enrolled.

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Why Were Parents Used as Teachers for Settled
Out Migrants?

The program design has two components: the "mobile component," and the "stationary program." The mobile component follows children as they move from La Grulla; a dusty little town near the Rio Grande River in South Texas to a series of work stops in the northern states of Washington, Oregon, Idaho, and Illinois. At each work stop the teaching adult brings together the children from La Grulla we are following, and continues teaching them until the next move. The work pattern varies every single year--different towns and farms, different families moving together, seasons of different length. Despite this, the program has succeeded in following over 70% of the children served at home base, on the average, providing through the parent teachers nearly a year-round educational service to the migrant children enrolled.

In the "stationary program" year-round centers are operated in Connell and Moses Lake, small towns in the Columbia Basin area of the State of Washington. This area, formerly desert, is so designated because it is now irrigated with waters from the Columbia River. Immensely fertile, but sparsely populated, migrants who moved into the area to handle the crops have been much needed. Owing to the building of storage facilities and processing plants, much of the work force is in the fields during the growing months, and then work continues in the fall or early spring in the processing plants, handling the crops that were stored during the season. This has made it possible for many formerly migrant families to settle out--leave the migrant life of constant moving. They still do the same type of work, but they can find work between the fields and the sheds up to ten months of the year. This is the population served by the stationary centers--the settled out migrant who is still a seasonal farm worker, and the migrant from other areas who comes in temporarily during the peak seasons.

Originally the purpose of recruiting the adults from this migrant and ex-migrant population as teachers was so the centers in Washington State could try out the training methods and curriculum materials that would later be used in the mobile component. It was found, however, that use of teachers with this background was just as appropriate in the year-round sites. Probably most areas which have a newly arrived population group with cultural and linguistic differences from the long term residents find a shortage of professionals who share the linguistic and cultural characteristics of the newer group. This is especially true if the immigrant group, as with seasonal farm workers, has come in for unskilled work. It takes time before the improved life conditions begin to allow members of that group to get the educational skills to put them into professional teaching positions. Nearly every school district in the Columbia Basin area has been confronted with the problem of how to meet the civil rights requirement that they attempt to hire as staff, teachers who represent the same proportions as the ethnic characteristics of the children enrolled in the schools.

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Carmen Alvarado (above) and her son, Michael, at age four (right). One of the first teachers in the program at Moses Lake, Mrs. Alvarado feels that Spanish speaking families want their children to retain their Spanish language and culture as well as achieving success in an English speaking community. This program provides a staff who can help them do this. Mrs. Alvarado, now a Site Coordinator, is very effective at involving other parents who help the program as volunteers.



A program which uses the available resource--parents and relatives of children to be served even though they are not professional teachers--and is able to tailor an educational program that can achieve real educational success using such a staff, has real merit in such a situation. It raises a number of practical issues which boil down to the question of "Can you use less than professional staff without cheating the children of a quality educational program?" We feel, after four years experience that the answer to this question is emphatically, "Yes, you can use paraprofessional staff to achieve a quality educational program for children." The following pages are devoted to answering from our experience the next question that comes up--"If so, HOW?"

ISSUES INVOLVED IN USING PARENTS AS EDUCATORS

What is the Best Way to Train Parent/Teachers?

During the first year of program operations, we deliberately varied training methods--some teachers who started right out with a group of children for whom they were responsible and others who spent time in discussion, observation, and who then "borrowed" a few children from a regular teacher in order to practice. The results were convincingly in favor of the "throw them in to swim" theory. Teachers who had real responsibility for the education of a group of children found the training more meaningful, made faster progress in being able to demonstrate skills they were being taught than the "occasional practice" group.

Professional teachers spend four years or more in studying academic subjects learning the theory and application of teaching in supervised practice. The parent teacher with limited educational background such as those in our program needs a concentrated training that will enable him to be effective in much less time.

One means of doing this is to use programmed teaching materials that provide built-in sequencing from lower to higher skill levels without the teacher having to know how to do this sequencing.

Another is to provide training that enables the parent teacher to learn through imitation. It takes much less time to learn certain teaching skills by "seeing it done" than from attempting to get the same thing from reading, discussion, or being told. Many times the paraprofessional teacher picks up from a skilled teacher, habits of teaching interaction that she/he hasn't the background to explain, but can effectively carry out.



Lynn Morrison, trainer (above left), provides a demonstration to teachers on skills of teaching the math curriculum. Later she observes a teacher, Sophia Cruz teaching her math class, and then (above right) conferences with Mrs. Cruz on her teaching performance. The project has found this training method to be very effective.

The third point from our experience is the necessity to have the training highly focused on the curriculum to be used. In limited time the paraprofessional may not be able to acquire the broad spectrum of teaching practices which could apply to any situation, but they can learn very swiftly and effectively teaching skills necessary to put across a definite curriculum. In our own program our earliest training material was on the generalizable skills--How to ask questions to test understanding?--and our later training units are on "How to teach phonics using the University of Kansas Primer," etc.

The training method we are now using, and which has produced the results later detailed in this evaluation, has all three of the points above enumerated. Actual teaching begins at once and training begins at the same time. The training is specific to the curriculum--in this case programmed curriculum materials which have been adopted in every area we teach, with the exception of cultural heritage. The training discussion guides provide many examples of very specific teaching interactions. Each discussion includes a presentation--the trainers demonstrating how to do it, using children in the center in a live demonstration--using some video tapes, using a lot of role playing. The second part of a training unit is an observation sheet in which very definite teaching behaviors are recorded. During the training presentation the parent teacher trainee uses this observation form to record what the trainer is doing so she/he becomes familiar with it. Then during scheduled observations while the teacher is actually working with the children, the trainer fills out the observation. Later the trainer and teacher have a conference to go over what happened with lots of praise for what was done effectively and a few suggestions of things to work on. Based on a series of at least two observations, and as many more as may be needed if the parent teacher trainee has difficulty using the skills, a checklist is filled out recording the skills that have been mastered. (A sample checklist for training in handwriting is included in this evaluation on p. 66.)

This modified "micro-teach" method is not new to our program. We have tried other methods, however, and recommend this one for any program providing concentrated training to adults with somewhat limited educational background and experience. Observers to our centers frequently evaluate some of our parent staff as "master teachers." They have acquired the skills through this method.

What Kind of Curriculum Works Best?

As already mentioned, this program now uses programmed curriculum materials in every academic area we teach, namely math, reading, handwriting, and language in Spanish and English. Using programmed materials, the parent teachers do not have to acquire the knowledge and experience they would need to be both curriculum writers and programmers.



Jesusa Benavides, teacher at Connell, Washington, has grandchildren in the program. Considered by many who have observed her class a "master teacher," she entered the program with less than a high school education. Through the program she has earned her GED and is here shown receiving her one-year certificate for college work.

Our earliest effort relied entirely on an activity based non-programmed curriculum, and we had training units on how to plan a good learning activity; how to use informal experiences as learning situations; how to evaluate children's progress. Parent teachers learned to do these things. But it was not time effective. It tended to lessen individualization because the teacher could not plan and present different lessons geared to each child. With the programmed curriculum materials, training time can be concentrated on the presentation interaction.



The program uses Sullivan Associates "Programmed Reading" series, published by McGraw-Hill. The correct answer to a reading comprehension question is under the slider the child is holding. When she has written her answer she can check it without the teacher's help. Having curriculum which can be completely individualized makes it possible for project teachers to work with children of different ages more easily.



Singer "Sets and Numbers" published by Random House is used to teach math. Using programmed curriculum makes it easier for paraprofessional staff to teach effectively. It also enables the program to monitor children's progress and provide assistance if progress is unsatisfactory.



Imelda Guerra, trainer (right), helps parent/teacher Alicia Hernandez plan remediation that may help a child understand a particular concept he is having trouble with. Commercial curriculum materials are used, but the project has developed achievement tests which are given by an independent tester, to check children's mastery of lessons. This helps the trainers know which concepts are proving difficult to teach, and to offer specific support to parent/teachers in that concept area.

How Does the Curriculum Need to be Adapted?

Most of the curriculum materials we are using are commercially published materials (with the exception of the Spanish translation of Distar language, and the cultural heritage curriculum materials). We have found that it was necessary to adapt these materials for parent teachers to effectively use them.

One adaptation has been publication of simplified manuals. The teaching manuals provided by the publishers are intended for use by professional teachers with years of academic preparation behind them. Our parent teachers found them too wordy and full of jargon not easily understood. The project has therefore produced a much simplified teachers' manual to go with the Sullivan reading program, for example. And we have incorporated much of the specific techniques that must be used into the curriculum specific training unit given the teachers--i.e., key skills necessary to effective use of the curriculum materials are demonstrated, rather than picked up by study of teachers' manuals.

Another way in which the curriculum materials have been adapted to our special need is the publication of curriculum specific achievement tests to go with every curriculum we use. These are given by a paraprofessional tester--someone other than the classroom teacher. It provides a check on a child's mastery which is quite important in monitoring children's progress in a program that is spread out and cannot be visually monitored by an ever present supervisor. (Many preschool programs now working with children in homes, for example, have such a supervisory problem). It also serves a training need. Any concept area the child misses--particularly if he misses it again after six weeks or two months when the achievement test is given again--is an area which the parent teacher is having difficulty presenting. The supervising trainer can then offer specific help in what other approach--supplementary materials or whatever--might be used to help get this concept over to the child.

What Kind of Facilities or Equipment are Required?

In the first years of the program this was another aspect of the program design that was specifically tested out using different types of facilities. We tried having a parent teacher provide instruction to a group of children working by herself in her own home. This is a situation that has been a necessity in the mobile program where sometimes the parent teacher is with a very small group of children where the only gathering place that can be found is in her own trailer in a farm labor camp. Although we have found it is possible to work in such circumstances, we feel it is not desirable if any alternative exists. A house or trailer other than the parent teacher's own home works much better.



Vacant frame houses were used to house the program in La Grulla, Texas. In the north the program operates from trailers in labor camps, in churches, grange halls, and sometimes in space provided by schools. Because of moving and storage problems, equipment must be compact, sturdy, and have many uses.

When the teacher had to use her own home we found the coming in of other children and the equipment necessary for lessons, frequently caused some conflict for the teacher between her teaching responsibilities and her home life. The program has often used churches or other types of buildings not used every day. Our first move in such shared space has been to use rolls of white paper two widths high put up with masking tape to cover the walls. These are then turned into colorful murals which help define the teaching areas of the room. They are also, however, protection for the walls so that we have been able to use church space for two or three months and leave it unharmed. (On more than one occasion the host church has requested the colorful wall coverings be left behind.)



Marc Mahaffey, son of a parent teacher, works in front of a wall-covering mural which is used to protect the paint in the church used during the week by this program. "Shared" space requires some program adjustments.

In some cases in our mobile program a teacher has been in an isolated area, where she had to work alone. Whenever possible, however, we combine two or more teachers to work in a single location, if necessary bussing the children some distance to do so. Emergencies are better covered in such a situation. We also found that isolation was a difficult morale problem.

In terms of equipment, we found that it was best to choose curriculum that did not require a lot of equipment. Partly this was necessary in our mobile program because the parent needed to be able to transport the materials essential to the program from place to place, and often to store them in facilities where there was not a lot of storage. Most of the curriculum we use has work-books or kits relatively self-contained. We supplement this with

a careful selection of multi-use toys and real objects (e.g., teddy bear "counters," etc.). This has restricted us from using the attractive multi-media materials now available. But the success of our program would also seem to demonstrate that a relatively simple selection of equipment is adequate to produce a sound educational experience.

How Can Program Quality be Monitored Without Daily Professional Supervision?

Our professional staff is able to see teachers daily at the year-round centers, and in the home base program in La Grulla, Texas. However, our mobile program has trained adults who are still part of families moving and working in the migrant stream. They go where their family goes, and this means that our migrant adult educators are often carrying on the program in relatively isolated areas. During the "season," the trainers are itinerant and travel from place to place to spend time in training and supervising the parent teachers. This is possibly comparable to many "home teaching" programs now underway in which staff carries a program on an outreach basis to homes. Knowing whether the program is, in fact, being carried out, and a meaningful educational program going on, is an administrative problem. Before our program was initiated some suggested that what was likely to happen once our teachers moved "out in the stream" was a type of babysitting without much educational content.

With programmed curriculum materials the parent teacher is asked to report a weekly "placement" for each child in each subject area. In a program operating in a single location this could be "picked up" by someone. In a program like ours, scattered on an interstate basis in four states, our weekly reports are sent in by mail.

The achievement tests for each curriculum area which has been developed by the program have already been mentioned. Based on the teacher's report on what the child has been taught, information is sent to a tester who tests mastery of the material covered. Having a parent trained as a paraprofessional tester who administers these periodic achievement tests has been no problem at the permanent sites. In the mobile program it has been solved by using for this periodic testing the wives or other relatives of staff people who are moving with the program because their spouses are. The testing program is not carried out as consistently in the mobile program, but it has been implemented to a reasonable degree.

This testing program provides a check on reported progress, and also provides feedback to the teacher of where concepts have been missed. It provides feedback to the trainer of where the parent teacher may need help in planning her lessons--or further training in use of curriculum materials. Because the achievement tests have fewer items than the in-book tests, it has also provided

a convenient screening and placement tool to learn what children may have forgotten after an absence, or to place a new child.

When the program first started, using an unstructured activity based program, there was no way of tracking educational progress. Setting up a tracking system which allows reporting of progress, and a system of independent testing of the children's mastery of what they have learned seems particularly important where daily supervision of an outreach type educational program is not possible. The monitoring system also provides the means of targeting when the parent teacher needs professional support.

What Evidence Do We Have That an Educational Program Staffed by Parents Can be Effective?

A detailed report of program effectiveness is found in the evaluation which follows (and the six previous evaluation reports published on this program). The following findings, taken from the full report, highlight some of the educational outcomes we are having with the children we serve.

OBJECTIVE: Three- to five-year-old children will acquire preschool concepts.

Finding: Using the Cooperative Preschool Inventory project children, after 200 days program attendance, have a superiority over the norm group children of the same age that is statistically significant.

OBJECTIVE: Children will acquire a useful communication ability in both Spanish and English.

Finding: Only 30% of the children enrolling in the program entered with a useful capability in both Spanish and English. After 100 or more days program attendance, 71% demonstrated a useful level of comprehension of both Spanish and English. Only 4% of children who entered the program have an approximate equal ability in the two languages. After 100 or more days program attendance, 24% (nearly one-fourth), tested with an approximately equal capability in both languages.

OBJECTIVE: Spanish speaking children will improve their mastery of Spanish.

Finding: After 200 days program attendance the average scores in Spanish of Spanish speaking children over children of the same age before participation in the program, was statistically significant at all age levels.

OBJECTIVE: Children will learn math concepts.

Finding: After 100 days program attendance, the superiority of project children over children of the same age

pretested before project experience, was statistically significant from age three through second grade. After 200 days program experience, 100% of the children were "above grade level" in math skills, based on national norms for the Wide Range Achievement Test.

OBJECTIVE: Children will improve their handwriting skills.

Finding: Children age three, four, and five, after 100 days in the program, show a superiority over children of comparable age before program experience that is statistically significant as measured by the Wide Range Achievement Test.

OBJECTIVE: Children will learn to read in English.

Average scores of children tested in reading on the Wide Range Achievement Test after 100 days were significantly superior to the average scores of children pretested before program experience. After 200 days program experience, the superiority of children tested over those with 100 days program experience was also statistically significant.

SUMMARY

In summary, parent educators in a program such as this one, have been able to provide a significant educational advantage to the children they serve. There is much interest now in the role parents may play as educators, even when they themselves have a limited educational background. This narrative description has attempted to pull out of four year's experience the elements of our program which might have applicability to other programs also anticipating reliance on a paraprofessional teaching staff.

1. HOW WELL ARE CHILDREN LEARNING PRESCHOOL CONCEPTS?

GOAL: Project students demonstrate growth in understanding of preschool concepts as measured by the Cooperative Preschool Inventory.

EVALUATION GROUP: Preschool children of all ages. School-age tutoring project children up to age 6.5. Cumulative scores through April, 1975.

TEST CONDITIONS: The Cooperative Preschool Inventory (published by Educational Testing Service) is administered individually in the child's primary language, by paraprofessional testers. A pretest is given before the child has attended 30 days, with repeat testing after attendance intervals of 100 days determined by each child's individual cumulative attendance record.

ANALYSIS: Children's tests are grouped by age, and then subgrouped by the period of attendance in the program. For each subgroup the average, or mean, score is calculated. The difference between the means is then analyzed statistically to see if the superiority of the "treatment group" (children with 100 or more days attendance) over the "norm group" (project children of comparable age pretested before 30 days attendance in the program) is statistically significant beyond the .05 level, e.g., the probability that the superiority could be attributed to chance is less than 5 in 100.

*The 1974-75 program year is the first in which the evaluation design calls for tests of statistical significance comparing children after various periods of program attendance to the project norm group (represented by the accumulated pretest scores of children who have entered the program at various ages in its four years of operation). It has taken this period of time to accumulate a norm reference group of sufficient size to allow statistical comparisons at the various age levels.

To improve the validity of these statistical comparisons, two changes from the original program evaluation design have been made, applying to all of the instructional component objectives. First, a minimum standard of 10 in a subgroup (instead of 6 originally stated) has been required before statistical analysis has been applied. Secondly, the evaluation group has been made cumulative through April, 1975, for all scores in that age and attendance category (instead of using just those scores accumulated during a 6-month period as originally stated) for any analysis requiring tests of statistical significance. This was necessary in order to reach a number of cases by subgroup of sufficient size to warrant analysis.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The goal is considered met if, for every subgroup in which there are 10 or more children, within each age group, the mean score of each subgroup increases with each added attendance interval. Although the statistical significance of differences between the means is analyzed and reported, no criteria concerning statistical significance was included in the project goal.

FINDINGS: Findings are presented in Table 1 which compare the average (mean) raw score on the Cooperative Preschool Inventory test by project students of comparable age, who had attended the program for different periods of time. These findings are consistent with the project goal; higher scores with each higher period of attendance in the three- and four-year-old groups. In the school-age group, age 5.0-6.5, there is a clear superiority for all treatment groups over the norm group. However, the children in the upper attendance categories have "topped out" on the test (which was intended as a test of preschool learning skills) so that differences by attendance intervals after 100 days are quite small. For the 100, 300, and 500+ categories, the scores increase progressively; the 200 and 400 attendance subgroups represent lower scores than the previous attendance category. These reversals are contrary to the criteria set for the achievement of the project goal. However, the inadequacy would appear to be in the test (as used with this age group) rather than any program failure. The range for continued improvement on this test is not large enough, after children reach school age to result in measurable increments by 100-day intervals.

TABLE 1

COMPARISON OF MEAN RAW SCORES ON COOPERATIVE PRESCHOOL
INVENTORY BY PROJECT STUDENTS WITH DIFFERENT PERIODS
OF PROJECT ATTENDANCE

Attendance by Age Group	Number	Avg. (Mean) Raw Score	Does Score Increase With Longer Attendance?	Is Superiority Over Norm Group Enough to be Statistically Significant?
Age group 3.0-3.11				
Norm group				
Under 30 days	N=46	21.17
100 days	N=27	24.11	Yes	Not sig.
Age group 4.0-4.11				
Norm group				
Under 30 days	N=32	31.31
100 days	N=43	35.63	Yes	Not sig.
200 days	N=25	38.12	Yes	Sig. .01 level ^a
300 days	N=16	41.44	Yes	Sig. .01 level
Age group 5.0-6.5				
Norm group				
Under 30 days	N=13	40.92
100 days	N=32	48.94	Yes	Sig. .05 level ^b
200 days	N=33	47.91	No	Sig. .05 level
300 days	N=24	50.96	Yes	Sig. .01 level
400 days	N=17	49.53	No	Sig. .05 level
500+ ^c days	N=13	54.62	Yes	Sig. .01 level

^aSignificance at the .01 level means that the probability that a superiority this large would be the result of chance is less than 1 in 100.

^bSignificance at the .05 level means that the probability that a superiority this large would be the result of chance is less than 5 in 100.

^cA plus indicates this subgroup includes tests at that attendance interval and those at all higher intervals, which were combined to make a subgroup of over 10, which could be included in the analysis.

SUMMARY OF FINDINGS, TABLE 1: To SUMMARIZE SOME OF THE
FINDINGS PRESENTED ON TABLE 1:

1. THE AVERAGE SCORE OF PROJECT STUDENTS AFTER 100 OR MORE DAYS ATTENDANCE IS HIGHER THAN THE NORM GROUP OF CHILDREN THE SAME AGE IN EVERY CASE.
2. THE CONTINUED INCREASE IN SCORES WITH EACH ADDITIONAL PERIOD OF 100 DAYS ATTENDED FOR THE 3 AND 4-YEAR-OLD PRESCHOOL CHILDREN, INDICATES THAT CHILDREN'S UNDERSTANDING OF THE PRESCHOOL CONCEPTS TESTED BENEFITS FROM LONGER PARTICIPATION.
3. THE COMPARATIVELY SMALL INCREASE IN SCORES AFTER THE FIRST 100 DAYS FOR CHILDREN OF KINDERGARTEN AGE OR OLDER, INDICATES THAT THE SKILLS MEASURED HAVE BEEN MASTERED RATHER QUICKLY, AND THERE IS, THEREFORE, LESS ADVANTAGE TO THE LONGER PERIODS OF PARTICIPATION FOR THIS AGE GROUP.
4. BY 200 DAYS ATTENDANCE THE SUPERIORITY OF PROJECT CHILDREN OVER THE NORM GROUP IS SUFFICIENT TO BE STATISTICALLY SIGNIFICANT AT ALL AGE LEVELS.

2. HOW WELLS HAVE CHILDREN LEARNED SPANISH AND ENGLISH?

GOAL: Project students will demonstrate growth in language understanding in both Spanish and English as measured by the Peabody Picture Vocabulary Test.

EVALUATION GROUP: All children posttested after 100 or more days of project attendance sometime during the period between November, 1974, and April, 1975.

TEST CONDITIONS: The Peabody Picture Vocabulary Test, published by American Guidance Service, Inc., is administered individually in English using Form A, and in Spanish using Form B, by paraprofessional testers. A pretest is given every child before he has attended the program 30 days, and retests are given after attendance intervals of 100 days determined by each child's individual cumulative attendance record.

ANALYSIS: A gain score is computed for each child consisting of the difference in raw score between the current test and the previous test, separately calculated for the child's primary language gains and second language gains. The number of children in the total group whose gain scores in their primary language are 5 points or more is converted to a percentage. Likewise the number of children in the total group whose gain scores in their second language are 5 points or more is converted to a percentage. The determination of "primary" language is that language in which the child scored highest on the current test.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The criterion is met if the percentage of children meeting the 5-point gain standard is greater than 50% in both primary and second language.

FINDINGS: Table 2 reports the number and percentage of children who gained 5 points or more in their raw scores, classified by whether the gain was in their primary or in their second language. The project met its goal for gains in the children's primary language, with gains in English stronger than gains in Spanish. The project came very close to its goal in each child's second language, but failed by a narrow margin to meet the goal. The second language gains were almost identical in Spanish and in English. For purpose of this analysis, "primary" language is considered to be that language in which the child scored highest on the most recent test. Of the 67 children listed as having English as a "primary" language, however, it should be noted that 26, or 39%, had entered the project as Spanish dominant and came from homes in which Spanish was dominant.

TABLE 2

GAINS IN ENGLISH AND SPANISH RAW SCORES ON THE PEABODY
PICTURE VOCABULARY TEST AFTER ATTENDANCE INTERVALS
OF APPROXIMATELY 100 DAYS BETWEEN TESTS

Number in Test Group by Language	Number with 5 Points or More Gain	Percentage with 5 Points or More Gain	Meets Project Goal?
Gains in Primary Language:			
English ^a			
67	46	69%	
Spanish			
71	40	56%	
Combined			
138	86	62%	Yes
Gains in Second Language:			
English			
71	32	45%	
Spanish			
67	31	46%	
Combined			
138	63	46%	No

^aOf the 67 children listed as primary language English, 26, or 39%, entered the project with Spanish as their primary language.

SUMMARY OF FINDINGS, TABLE 2:

1. THE MAJORITY OF PROJECT STUDENTS SHOW A LANGUAGE GAIN IN THEIR PRIMARY LANGUAGE WHICH EXCEEDED THE PROJECT GOAL.
2. THE PERCENTAGE OF CHILDREN MEETING THE SAME GAIN STANDARD IN THEIR SECOND LANGUAGE WAS 46%, JUST SHORT OF THE 50% PROJECT GOAL.

INTERPRETATION OF FINDINGS: The "5-point gain" established as an evaluation goal was based on the fact that on this test, between ages three and six, 5 points represents approximately the "expected" increase a child would make in a six-month period, based on national norms for this test. The majority of project children

complete a 100-day period of attendance within a six-month period, so this represents a very rough standard of "normal" language development, and a gain exceeding the 5-point standard would represent a somewhat accelerated language development.

There is no reasonable basis for "expecting" any given amount of gain in a child's second language, so the same gain standard was set on a purely arbitrary basis. Its main value is in allowing the project to see whether the "rate" of second language development is increasing from one evaluation period of six months to the next, as changes are made in the curriculum and language teaching methods.

The record of second language gains for the past two years is as follows:

	Percentage of Children Gaining 5 Points or More in Their Second Language
A. Mid-year evaluation, 1973-74 program year:	29%
B. End-of-year evaluation, 1973-74 program year:	41%
C. Mid-year evaluation; 1974-75 program year:	41%
D. End-of-year evaluation, 1974-75 program year (this evaluation):	46%

After the evaluation labeled "A" above, the educational director developed a training unit on dual language teaching which he carried out at all centers. An observation instrument for use by trainers on dual language teaching was also put into use. The improvement by the evaluation period labeled "B" would seem to reflect these efforts.

However, we were still quite dissatisfied with our language curriculum. It was activity based and its use was difficult to monitor because it did not represent sequential skill development. The children also seemed to be gaining a vocabulary of isolated words, rather than a capability to use phrases or whole sentences necessary to communication.

Site visits were undertaken to other programs in search of a more effective curriculum for the development of second language skills. In April, 1974, the

decision was made to adopt the DISTAR language development program, written by Jean Osborne, using it bilingually. We were furnished a Spanish language set of lesson materials originally developed at East Las Vegas, New Mexico and published by another program using them bilingually at Uvalde, Texas.

Materials were ordered, training consultants brought in, and implementation was begun in mid-summer 1974 at the two permanent centers in Washington State. The mobile centers which move from south Texas through various temporary locations in northern states decided to wait until the children returned to the home base center at La Grulla, Texas before beginning the new curriculum. The reason for this is that it is extremely difficult to train staff and introduce new materials when the program is scattered in six or eight different towns in three or four states, as is the case during the summer.

The mid-year evaluation for the 1974-75 program year therefore represented use of the new curriculum for only half the project children. This is the first evaluation in which the period of testing was after introduction of the DISTAR curriculum at all sites.

The strength of the new curriculum is somewhat reflected in the 46% of children who met the second language gain for this evaluation--the highest percentage yet. The informal evaluation of the effectiveness of the curriculum by staff is that it is a very powerful program.

The project is doing its own translation, with permission of the author. In part, this was found necessary because the New Mexico translation differed substantially from the vocabulary used in common communication by Spanish speaking people from south Texas. Even the children served in our northern locations tend to use the south Texas idiom, since families came from this area before relocating.

The greatest gain is in the percentage of children who use Spanish as a second language who have met the project gain goals. The program has always been quite effective in developing English as a second language. But many of the families enrolling their children, especially in the northern locations, felt that even though Spanish was the language of the home that the children were losing their language skills in Spanish. With the DISTAR curriculum the development of Spanish by project children has been much enhanced (with no loss of the development of English skills).

CONCLUSION: The project met and exceeded its goal for gains by children in their primary language. The project partially met its goal for gains in the child's second language with 46% instead of 50% reaching the target gain. Despite falling short of the project goal, the second language gains in this evaluation group are higher than those reported in the previous three evaluations.

ADDITIONAL FINDINGS: Test results from the Peabody Picture Vocabulary Test were analyzed in another way in order to answer the following question:

How well is the program increasing children's bilingual capability?

- For this analysis the relative capability in primary and second language when the child first enrolled was compared to the relative scores in the two languages on the test included in this evaluation group.

The results are shown in Fig. 1 which follows. If the score the child achieved in his weaker language was 9 points or less, his bilingual capability was rated as "negligible."

If the score the child achieved in his weaker language was 10 points or more, but still less than 50% as high as his score in his primary language, his bilingual capability was rated as "fair."

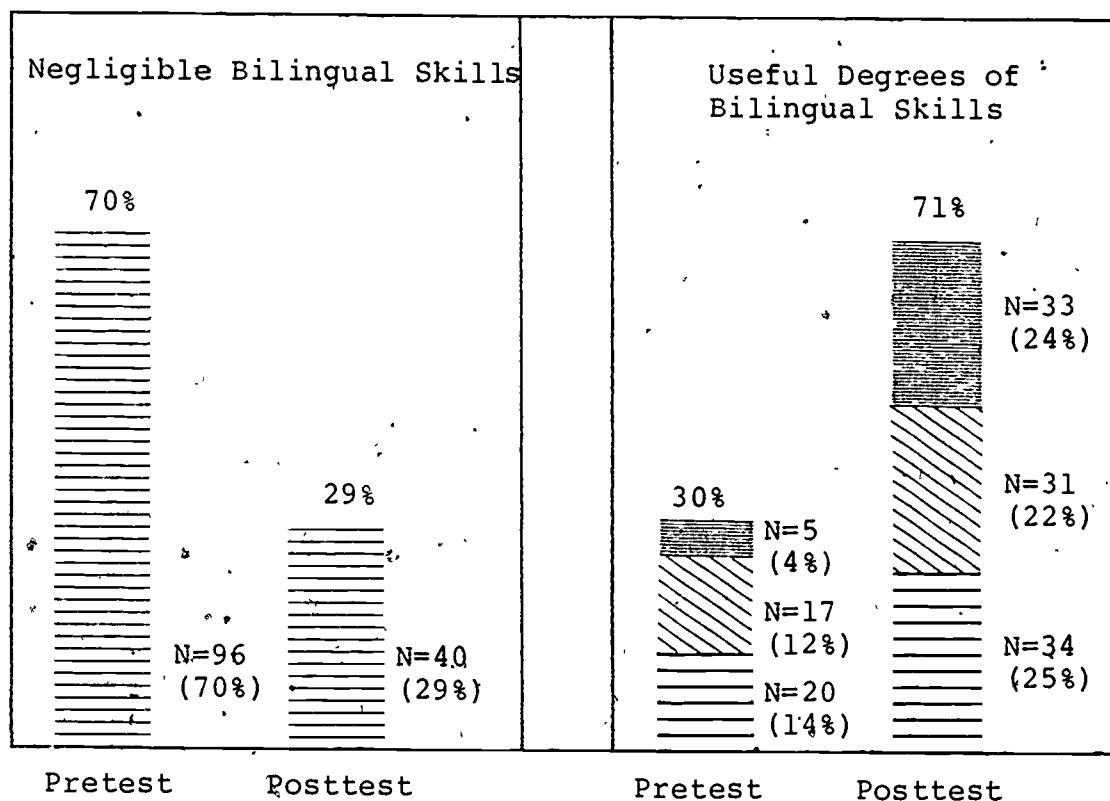
If the score the child achieved in his second language was more than 50% as great as the score he achieved in his first language, he was rated as "functional bilingual."

If the score the child achieved in what had been his weaker language equaled, or exceeded, the score in his primary language, he was rated as "equal" in his bilingual capability.

As shown in Fig. 1, when children in the current evaluation wave first enrolled in the program, 70% had only a "negligible" grasp of a second language. At the time of the present evaluation those whose second language capability is still rated "negligible" has dropped to 29%.

On the right hand side of the figure the growing degree of bilingualism can be seen. Children with a "fair" bilingual capability have increased from 14% to 25%. Children who could be rated "functional bilingual" have increased from 12% to 22%. And children in the top classification, "equal" ability in two languages have increased from 4% to 24%.

For the total group, these figures indicate that the children who have achieved a useful degree of bilingualism have increased from an initial 30% to 71% for the current evaluation group.



Code for Language Classification

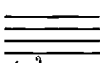


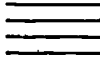
 = Negligible*	 = Equal
<p>*For more complete definitions, see the preceding narrative.</p>	 = Functional bilingual
	 = Fair

Fig. 1.--Change in Language Classification Based on Degree of Bilingualism from Pretest to Latest Test, for Children in the Current Evaluation Group Who Have Attended the Program 100 Days or More.

SUMMARY OF FINDINGS, FIGURE 1:

1. OF CHILDREN FIRST ENROLLING IN THE PROGRAM, LESS THAN ONE-THIRD HAVE A USEFUL DEGREE OF UNDERSTANDING OF BOTH SPANISH AND ENGLISH. TESTS OF LANGUAGE UNDERSTANDING IN THE 1974-75 PROGRAM YEAR SHOW 71% NOW DEMONSTRATE A BILINGUAL CAPABILITY--AN INCREASE OF 41%, AFTER A MINIMUM OF 100 DAYS PARTICIPATION IN THE PROGRAM.
2. CHILDREN DEMONSTRATING AN EQUAL CAPABILITY IN BOTH LANGUAGES AT THE TIME OF ENROLLMENT REPRESENT ONLY 4% OF THE EVALUATION GROUP. CURRENT ENROLLMENT SHOWS 24%, NEARLY ONE-FOURTH, OF THE CHILDREN NOW HAVE THIS CAPABILITY.

CONCLUSION: After 100 days or more participation in the program, the great majority of children demonstrate a marked increase in their bilingual capability in Spanish and in English.

ADDITIONAL FINDINGS:

HOW WELL ARE SPANISH SPEAKING CHILDREN IMPROVING THEIR SPANISH SKILLS?

Academic instruction and cultural enrichment activities in this program are carried out in both English and Spanish. This is in addition to the portion of the academic day related directly to "teaching" each language as a subject area. The purpose is to strengthen the children in their primary language as well as to give them second language skills needed to profit from instruction in either language.

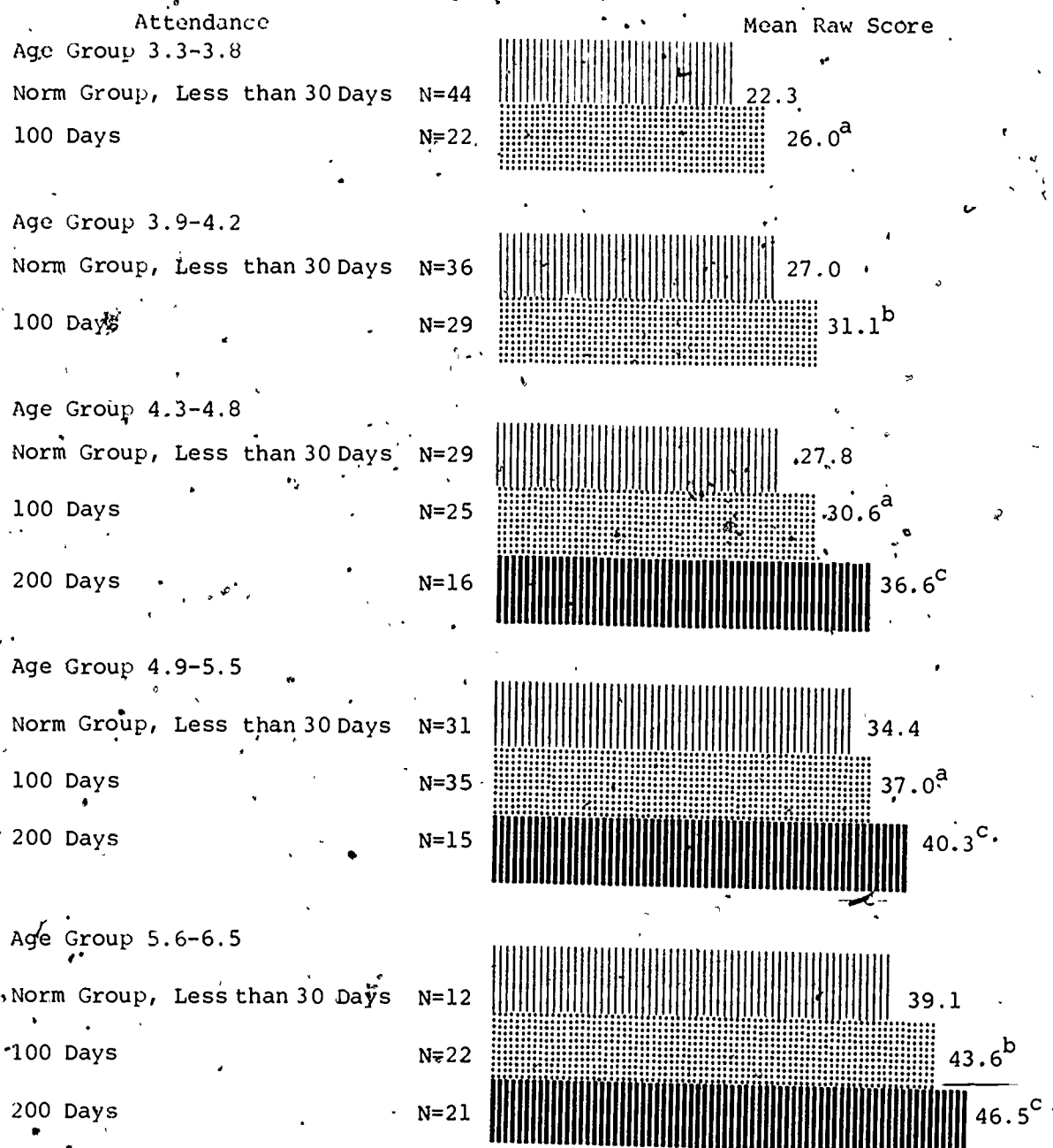
The Peabody Picture Vocabulary Test does not have norms developed among Spanish speaking children. After four years use of this test, however, the project has developed its own norm group made up of pretest scores of children when they first enroll. These scores are presumed to indicate the language skill from home usage that children from this population group would likely demonstrate without access to a program such as this.

For this evaluation the scores of children who have attended the program 100, 200, or more days were grouped together and analyzed based on the child's age at the time of testing. By comparing these scores to the

norm group scores, it is possible to see if the program has succeeded in giving Spanish speaking children a stronger communication ability in Spanish than children of their age without benefit from such a program.

The results of this analysis are seen in Fig. 2 which follows. The program benefits are confirmed by higher average scores for every group of children over 100 days attendance than the norm group for that age. By the time children have attended the program for 200 or more days, the superiority of project children in Spanish is "statistically significant"--i.e., the probability that this superiority would occur by chance less than 1 in 100.

Fig. 2.--Comparison of Average (Mean) Scores in Spanish, Measured by the Peabody Picture Vocabulary Test, of Project Students for Whom Spanish is the Primary Language, by Different Periods of Project Attendance



^a Although the difference between this score and that of the norm group for this age is in the direction called for in the project objective, it is not sufficiently large to be statistically significant.

^b The difference of this score over that of the norm group for this age level is sufficiently large to be statistically significant at the .05 level (e.g., it would occur by chance less than 5 times in 100).

^c The difference of this score over that of the norm group for this age level is sufficiently large to be statistically significant at the .01 level (e.g., this difference would occur by chance less than 1 time in 100).

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SUMMARY OF FINDINGS, FIGURE 2:

1. AFTER 100 DAYS IN THE PROGRAM, THE AVERAGE SCORE OF CHILDREN IN EVERY AGE CLASSIFICATION IS HIGHER THAN THAT OF THE NORM GROUP.
2. AFTER 200 DAYS IN THE PROGRAM, THE SUPERIORITY OF THE CHILDREN IN THE PROGRAM OVER THE CHILDREN IN THE NORM GROUP WAS ENOUGH TO BE STATISTICALLY SIGNIFICANT AT THE .01 LEVEL, WHICH MEANS THAT THE PROBABILITY THAT THIS MUCH DIFFERENCE COULD OCCUR BY CHANCE IS LESS THAN 1 IN 100.

CONCLUSION: Spanish speaking children served by the program have a significant superiority over children of comparable age without program experience, as measured by the Peabody Picture Vocabulary Test given in Spanish.

3. HOW WELL ARE CHILDREN LEARNING MATH CONCEPTS?

GOAL: Project students demonstrate growth in math concepts as measured by the Wide Range Achievement Test, subtest on math.

EVALUATION GROUP: For the gains analysis (see below) the evaluation group consists of all children tested after a 100-day attendance interval, between November, 1974, and April, 1975.

For the comparative analyses, percentage of children by grade levels above or below national norms, and the tests of statistical significance between attendance subgroups, the evaluation group consists of the cumulative tests of project children up through April, 1975.

TEST CONDITIONS: The Wide Range Achievement Test, published by Guidance Associates of Wilmington, Delaware, is administered individually by bilingual paraprofessional testers. A pretest is given every child before he has attended the program 30 days, and retests are given after attendance intervals of 100 days, determined by each child's individual cumulative attendance record.

ANALYSIS (1): A gain score for each child is computed consisting of the difference between the "grade equivalent" score of the test during the evaluation months, with his next previous test on the WRAT. Then the days of attendance between the two tests is calculated and converted into one unit per 20 days of attendance, to the nearest unit. If the number of months gain in grade equivalent score equals or exceeds the attendance units, the test is rated as a plus. The percentage of project children with plus ratings is then calculated to see if the 50% criterion has been met.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (1): The criteria for the gains analysis above described is that at least 50% of the children shall have gained at least one month in reported grade equivalent score for each 20-day period of cumulative attendance since their previous test.

FINDINGS: Findings are presented in Table 3. As indicated, out of 134 children in the evaluation group, 68% had a rate of gain which met or exceeded one month per 20 days attendance. This far exceeds the project goal.

TABLE 3

INCREASE IN GRADE EQUIVALENT RANKING BASED ON MATH SCORES FROM
WIDE RANGE ACHIEVEMENT TEST RELATED TO LENGTH OF PROGRAM
ATTENDANCE

Number of Children with Pre- and Post- tests on WRAT	Number Who Gained at Least One Month in Grade Equivalent for Each 20 Days Attendance	Meets Project Goal Criteria?
134	91 (68%)	Yes

SUMMARY OF FINDINGS, TABLE 3:

1. THE EVALUATION CRITERION WAS THAT AT LEAST 50% OF PROJECT CHILDREN WOULD SHOW A GRADE EQUIVALENT RANKING AT LEAST ONE MONTH HIGHER FOR EACH 20 DAYS SPENT IN THE PROGRAM. IN MATH, THIS RATE OF GAIN WAS MET BY 68% OF THE CHILDREN, EXCEEDING THE MINIMUM GOAL BY A WIDE MARGIN.

INTERPRETATION OF FINDINGS: As 20 days attendance is roughly the equivalent of one month of school, a gain of one month in grade equivalent score provides a rough standard* of whether progress is at a "normal" rate. As indicated, the great majority of students are showing an accelerated rate of gain in math by this standard for the period of actual attendance.

CONCLUSION: The increase in children's math scores related to the time of attendance in the program meets and exceeds the project goal:

ANALYSIS (2): The Wide Range Achievement Test is a nationally standardized test, which allows comparison of the scores of project children to children tested in the national sample used to establish test norms. For this analysis, if a child's birthday occurred by September he was assigned a "grade level" appropriate for that age, and

*Month to month change in grade equivalent score is recognized as being an imprecise measure of change because of the way in which these "ratings" are derived by publishers of nationally standardized tests. However, since other types of analysis of test scores are also included in the evaluation, which are considered statistically more reliable, the use of grade equivalent scores is justified as simply one additional indicator of program effectiveness.

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the month of the school year assigned was related to the month in which the test was given. Using national norms which assign a score as appropriate to a particular grade level and month of school year as representing an "expected" score (compared to the national standard), the child's actual score was rated as being at or above, or below the grade level of children in the national sample.

Children were then divided into subgroups related to grade level (age), and period of attendance in the program, and the percentage of children at or above expected grade level was computed for any subgroup in which there were at least 10 children.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (2): For the "above grade level" analysis, the goal would be considered met if the percentage of children at or above grade level increased from the norm group through each successively higher attendance group (for any subgroup in which there are at least 10 children).

FINDINGS: The findings are presented in Table 4, which follows. From examination of the first column for the norm group it can be seen that without a special program, the percentage of children keeping up with children in the national norm group drops progressively lower each year. By grade two, approximately two-thirds of the children pretested were already below the national norms for this test in their math skills.

Column two, which shows the percentage of children at or above national norms in math after 100 days attendance, shows a marked improvement over the norm group.

The last column shows 100% of the children at or above grade level in math after 200 days participation in the program.

MATH SCORES--PERCENTAGE OF CHILDREN AT OR ABOVE GRADE LEVEL
BASED ON GRADE EQUIVALENT NORMS FOR THE WIDE RANGE
ACHIEVEMENT TEST

Age Group	Attendance in Program			
	Norm Group Under 30 Days		100 Days	200 Days
Nursery (3-year-olds)	N=46	98%	N=23 100%	()
Prekindergarten (4-year-olds)	N=37	78%	N=48 92%	N=14 100%
Kindergarten (5-year-olds)	N=17	76%	N=42 90%	N=19 100%
First grade (6-year-olds)	N=10	50%	N=22 73%	N=10* 100%
Second grade (7-year-olds)	N=11	36%	N=10 80%	()

() = too few children in subgroup for analysis.

* = includes two children with 300 days attendance in order to make a group large enough for analysis.

SUMMARY OF FINDINGS, TABLE 4:

1. THE PERCENTAGE OF CHILDREN FALLING BELOW NATIONAL NORMS INCREASES EACH YEAR FOR THE NORM GROUP, WHICH REPRESENTS THE PERFORMANCE THAT WOULD HAVE BEEN EXPECTED FOR PROJECT CHILDREN WITHOUT BENEFIT OF THIS PROGRAM.
2. AFTER 100 DAYS ATTENDANCE, THE PERCENTAGE OF CHILDREN AT OR ABOVE NATIONAL NORMS IS HIGHER AT EVERY AGE LEVEL THAN THE NORM GROUP CHILDREN.
3. BY 200 DAYS ATTENDANCE IN THE PROGRAM, 100% OF PROJECT CHILDREN ARE SCORING AT OR ABOVE NATIONAL NORMS IN MATH, AS MEASURED BY THE WRAT.

CONCLUSION: The project goal was that the percentage of children at or above grade level by national norms for the WRAT would increase for every age level with increasing periods of attendance in the program. The findings confirm that this objective was met.

ANALYSIS (3): The final analysis of math scores subgroups the scores by age and attendance periods. The average (mean) score for each subgroup was then computed. And finally the difference between the means of various attendance groups and the mean of the norm group for that age was computed, using a "t test" to determine if the expected superiority of the higher attendance groups was sufficiently large to be considered statistically significant, i.e., the probability that this superiority could have occurred by chance less than 5 in 100.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (3): The evaluation design called for reporting of this information, but established no minimum criteria.

FINDINGS: The results of this analysis are presented in Table 5. As this table shows, even by 100 days attendance in the program the superiority of the children at every age level was sufficient to be considered statistically significant. By 200 or more days attendance in the program, average math scores of project children exceeded the norm group by an even higher level of statistical significance. These findings would seem to indicate that the math program followed is very powerful in improving children's performance.

TABLE 5

MATH SCORES--COMPARISON OF AVERAGE (MEAN) MATH SCORES ON THE WIDE RANGE ACHIEVEMENT TEST BY AGE AND PERIOD OF ATTENDANCE

Age Group	Attendance in Program			
	Norm Group Under 30 Days		100 Days	200 Days
3.0-3.11	N=46	3.52	N=23 7.00 ^b	()
4.0-4.11	N=37	5.65	N=48 10.06 ^b	N=14 11.29 ^b
5.0-5.11	N=17	8.76	N=42 14.26 ^b	N=19 16.79 ^b
6.0-6.11	N=10	15.40	N=22 18.14 ^a	N=10* 22.20 ^b
7.0-7.11	N=11	17.82	N=10 21.90 ^a	()

N = number in subgroup.

() = less than 10 in subgroup so analysis was not made.

* = 200+ days attendance; includes two children with 300 days attendance. By combining all children over 200 days a group large enough for analysis was possible.

^aThis score is statistically significant at the .05 level; e.g., the probability of this much superiority by chance is less than 5 in 100.

^bThis score is statistically significant beyond the .01 level; e.g., the probability of this much superiority by chance is less than 1 in 100.

SUMMARY OF FINDINGS, TABLE 5:

1. IN EVERY AGE GROUP, THE AVERAGE MATH SCORE INCREASES AS THE PERIOD OF ATTENDANCE INCREASES.
2. THE SUPERIORITY IN MATH SKILLS AFTER 100 DAYS ATTENDANCE IS ENOUGH AT ALL AGE LEVELS TO BE STATISTICALLY SIGNIFICANT, I.E., A PROBABILITY THAT THIS DIFFERENCE COULD OCCUR BY CHANCE LESS THAN 5 IN 100.
3. AFTER 200 DAYS ATTENDANCE THE SUPERIORITY OF CHILDREN OVER THE NORM GROUP REACHES AN EVEN HIGHER LEVEL OF STATISTICAL SIGNIFICANCE; I.E., THE PROBABILITY THAT THIS DIFFERENCE WOULD OCCUR BY CHANCE LESS THAN 1 IN 100.

CONCLUSION: Project children show a statistically significant superiority in math skills over the project norm group after 100 days attendance..

4. HOW WELL ARE CHILDREN LEARNING HANDWRITING AND SPELLING SKILLS?

GOAL: Project students demonstrate growth in handwriting and spelling skills as measured by the Wide Range Achievement Test, subtest on spelling.

EVALUATION GROUP: For the gains analysis (1) below, the evaluation group consists of all children tested after a 100 day attendance interval, between November, 1974, and April, 1975.

For the analysis of the percentage of children by grade levels who are above or below national norms (2) below, and for the analysis (3) of the statistical significance of the difference between the means of attendance subgroups, the evaluation group consists of the cumulative tests of project children up through April, 1975.

TEST CONDITIONS: The Wide Range Achievement Test, published by Guidance Associates of Wilmington, Delaware, subtest on spelling, is administered individually by bilingual paraprofessional testers. A pretest is given every child before he has attended the program 30 days, and retests are given after attendance intervals of 100 days, determined by each child's individual cumulative attendance record. The pre-school level of this subtest measures handwriting more than spelling in that the child is asked to copy a series of marks, and to print two letters from his name.

ANALYSIS (1): A gain score for each child is computed consisting of the difference between the "grade equivalent" score of the test given during the evaluation period, with the next previous test on the WRAT. Then the days of attendance between the two tests are calculated and converted into one unit per 20 days of attendance, to the nearest unit. If the number of months gain in grade equivalent score equals or exceeds the attendance units, the test is rated as a plus. The percentage of project children with plus ratings is then calculated to see if the 50% criterion has been met.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (1): The criterion for the gains analysis above described is that at least 50% of the children shall have gained at least one month in reported grade equivalent score for each 20-day period of cumulative attendance since their previous test.

FINDINGS: Findings are presented in Table 6. There were valid tests for 132 children during the evaluation period, and of this group 86, or 65%, showed an increase in their grade equivalent score of at least one month for each 20 days they had attended the program. This percentage is considerably higher than the project goal.

TABLE 6

INCREASE IN GRADE EQUIVALENT RANKING BASED ON SPELLING SCORES FROM THE WIDE RANGE ACHIEVEMENT TEST, RELATED TO LENGTH OF PROGRAM ATTENDANCE

Number of Children with Pre- and Post-tests on WRAT	Number and Percentage Who Gained at Least One Month in Grade Equivalent Score for Each 20 Days Attendance	Meets Project Goal Criteria?
132	86 (65%)	Yes

SUMMARY OF FINDINGS, TABLE 6:

1. EIGHTY-SIX CHILDREN, WHICH REPRESENTS 65% OF THE CHILDREN IN THE EVALUATION GROUP, INCREASED THEIR SCORES ON THE SPELLING SUBTEST OF THE WRAT ENOUGH TO RAISE THEIR GRADE EQUIVALENT RANKING BY AT LEAST ONE MONTH FOR EVERY 20 DAYS ATTENDANCE BETWEEN TESTS. THIS MEETS AND EXCEEDS THE PROJECT GOAL.

INTERPRETATION OF FINDINGS: The grade equivalent norms of the Wide Range Achievement Test represent average scores of children tested in that school year and month in a national sample. As 20 days attendance is roughly the equivalent of a month of schooling, this analysis was intended as a very rough measure of the children's rate of gain in comparable periods of attendance with children in the national sample.

CONCLUSION: The increase in children's scores on the spelling subtest related to the time of attendance in the program, meets and exceeds the project goal.

ANALYSIS (2): The second analysis compares the scores on the spelling subtest by project children with national norms for this test. For this analysis, the child's "grade level" was determined by his age as of September, and the month in the school year determined by the month in which the test was taken based on a September to June school year. His "expected" score was that appropriate to his grade level and month in the school years, using the national norms, which was then compared to his actual score. If actual score was the same or higher than the expected score, he was rated as "at or above grade level"; if lower, he was rated as being "below grade level." The percentage of children "at or above grade level" for each age group, by periods of attendance in the program, was then calculated and compared.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (2): For the "above grade level" analysis, the goal is that the percentage of children at or above grade level shall increase from the norm group through each successively higher attendance group (for any subgroup in which there are at least 10 children).

FINDINGS: The findings are presented in Table 7. As will be seen from the table, the percentage of children at or above grade level increases with each added period of attendance in the program.

The percentages are highest up through age 5.11. The test, for this age range, measures primarily handwriting skills, which are taught by the program.

For the school-age children it measures spelling as well as handwriting skills, (since children must write the dictated words). Neither spelling nor handwriting is taught in the project curriculum for this age level. The superiority which project children show over the norm group children at this age therefore may represent a handwriting advantage related to attendance in the preschool program, and a carryover from the reading instruction which requires the children to print some words in their workbooks.

TABLE 7

SPELLING SCORES--PERCENTAGE OF CHILDREN AT OR ABOVE GRADE LEVEL
BASED ON GRADE EQUIVALENT NORMS FOR THE WIDE RANGE
ACHIEVEMENT TEST

Age Group	Attendance in Program			
	Norm Group Under 30 Days		100 Days Attendance	200 Days Attendance
Nursery (3-year-olds)	N=46	83%	N=23 100%	()
Prekindergarten (4-year-olds)	N=37	41%	N=48 83%	N=14 93%
Kindergarten (5-year-olds)	N=17	35%	N=42 81%	N=19 89%
First grade (6-year-olds)	()		N=22 36%	N=10* 60%
Second grade (7-year-olds)	()		N=10 40%	()

*Eight children with 200 days attendance and two children with 300 days attendance were combined to make a group large enough for analysis.

() = subgroup less than 10 and therefore no analysis was done.

SUMMARY OF FINDINGS, TABLE 7:

1. THE PERCENTAGE OF CHILDREN WHOSE SCORE PLACES THEM AT OR ABOVE THE EXPECTED SCORE FOR THEIR GRADE LEVEL INCREASES WITH LONGER PERIODS OF PROGRAM ATTENDANCE, IN KEEPING WITH THE PROJECT GOAL.
2. FOR THREE, FOUR, AND FIVE YEAR OLDS THE TEST MEASURES PRIMARILY HANDWRITING SKILLS, WHICH ARE TAUGHT IN THE PROGRAM, AND OVER 80% OF THE CHILDREN WITH AT LEAST 100 DAYS ATTENDANCE DEMONSTRATE SKILL WHICH IS AT OR ABOVE NATIONAL NORMS.

CONCLUSION: The project goal was that the percentage of children at or above grade level by national norms for the WRAT would increase for every age level with increasing periods of attendance in the program (provided there were at least 10 children in a subgroup). The findings confirm that this objective was met.

ANALYSIS (3): For all age levels in which the project has a norm group of 10 or more, the average score children made on pretest was compared statistically with the average (mean) score children made after 100 or 200 days attendance to see if the superiority after program experience was enough to be statistically significant (i.e., the probability that this great a superiority would occur by chance less than 5 in 100).

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (3): The evaluation design called for reporting this information, but established no minimum criteria.

FINDINGS: The findings are presented in Table 8. As indicated in the table, scores of children by 100 and 200 days attendance average from two to three times as high as the scores of children in the pretest norm group. Superiority this great is significant beyond the .001 level, e.g., the probability that it would occur by chance is less than 1 in 1,000.

TABLE 8

HANDWRITING OR SPELLING--COMPARISON OF AVERAGE (MEAN) SPELLING SCORES ON THE WIDE RANGE ACHIEVEMENT TEST, BY AGE, AND PERIOD OF ATTENDANCE

Age Group	Attendance in Program			
	Norm Group Under 30 Days	100 Days		200 Days
3.0-3.11	N=36 .80	N=23	2.65*	()
4.0-4.11	N=37 2.86	N=48	7.25*	N=14 9.50*
5.0-5.11	N=17 7.00	N=42	12.76*	N=19 15.95*

*This score is statistically significant beyond the .001 level, e.g., the probability of this much superiority by chance is less than 1 in 1,000.

SUMMARY OF FINDINGS, TABLE 8:

1. THE EFFECTIVENESS OF THE HANDWRITING CURRICULUM IS SHOWN BY THE FACT THAT THE AVERAGE SCORE INCREASES SHARPLY THE LONGER THE PERIOD OF ATTENDANCE.
2. THE DEGREE OF SUPERIORITY OF CHILDREN AT EVERY AGE LEVEL REACHES A VERY HIGH LEVEL OF STATISTICAL SIGNIFICANCE, E.G., THE PROBABILITY THAT THIS MUCH SUPERIORITY WOULD BE DEMONSTRATED BY CHANCE IS LESS THAN 1 IN 1,000.

CONCLUSION: The handwriting program at the preschool level appears to be very effective. Project children show a statistically significant superiority over the project norm group after 100 days attendance.

5. HOW WELL ARE CHILDREN LEARNING READING SKILLS?

GOAL: Project students demonstrate growth in reading skills as measured by the Wide Range Achievement Test, subtest in reading.

EVALUATION GROUP: For the gains analysis (1) below, the evaluation group consists of all children tested after a 100-day attendance interval, between November, 1974, and April, 1975.

For the analysis of the percentage of children by grade levels who are above or below national norms (2) below, the evaluation group consists of the cumulative scores of project children up through April, 1975.

For the statistical analysis of the difference between means of groups with different periods of attendance the evaluation group also consists of the cumulative scores through April, 1975.

TEST CONDITIONS: The Wide Range Achievement Test, published by Guidance Associates of Wilmington, Delaware, subtest in reading, is administered individually by bilingual paraprofessional testers. The pretest is given every child before he has attended the program 30 days, and retests are given after attendance intervals of 100 days, determined by each child's individual cumulative attendance record.

ANALYSIS (1): A gain score for each child is computed consisting of the difference between the "grade equivalent" score on the test given during the evaluation period, with the next previous test on the WRAT. Then the days of attendance between the two tests is calculated and converted into one unit per 20 days of attendance, to the nearest unit. If the number of months gain in grade equivalent score equals or exceeds the attendance units, the test is rated as a plus. The percentage of project children with plus ratings is then calculated to see if the 50% criterion has been met.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (1): The criterion for the gains analysis above described is that at least 50% of the children shall have gained at least one month in reported grade equivalent score for each 20-day period of cumulative attendance since their previous test.

FINDINGS: Findings are presented in Table 9. There were tests for 119 children. (This is somewhat fewer than for math or spelling because pretests were not available

for some children, since reading was introduced into the curriculum later than the other subjects and this subtest was not given until after the reading program was started). Of these, 63 children, which is 53%, made gains of at least one month in grade equivalent score for each 20 days attendance, which meets the project goal.

TABLE 9

READING--INCREASES IN GRADE EQUIVALENT RANKING BASED ON READING SCORES FROM WIDE RANGE ACHIEVEMENT TEST RELATED TO LENGTH OF PROGRAM ATTENDANCE

Number of Children with Pre- and Post-tests on WRAT	Number and Percentage Who Gained at Least One Month in Grade Equivalent Score for Each 20 Days Attendance	Meets Project Goal Criteria?
119	63 (53%)	Yes

SUMMARY OF FINDINGS, TABLE 9:

1. MORE THAN 50% (THE PROJECT GOAL) OF CHILDREN SHOWED AN INCREASE IN THEIR GRADE EQUIVALENT RANKING OF AT LEAST ONE MONTH FOR EVERY 20 DAYS PROGRAM ATTENDANCE.

CONCLUSION: The increase in children's scores on the reading subtest of the WRAT related to the time of attendance in the program, meets the project goal.

ANALYSIS (2): The second analysis of reading scores compares project children with national norms for this test. For this analysis the child's "grade level" was determined by the grade which would be appropriate for his age as of September, the start of the school year, and the month in the school year determined by the month in which the test was taken related to a September to June school year. His "expected" score was that appropriate to his grade level and the month in the school year, using the national norms. This "expected" score was then compared to his actual score. If the actual score was the same or higher than the expected score, this was rated as "at or above grade level"; if lower it was rated as being "below grade level." The percentage of children "at or above grade level" for each age group, by periods of attendance in the

program, was then calculated and comparisons made between groups with different periods of program attendance.

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CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL (2): For the "above grade level" analysis, the goal is that the percentage of children at or above grade level shall increase from the norm group through each successively higher attendance group at each grade level (except that analysis will only be made if the subgroup has at least 10 children).

FINDINGS: The findings for this analysis are given in Table 10. Among 3-year-olds, 100% of the children scored at or above national norms on pretest (which would seem to indicate that the norms for this age--which are extrapolated from the testing of older children--are too low). As one child scored below the norms after 100 days attendance, the percentage is opposite to the direction expected by the project goal. Among 4-year-olds, one child in each of the 100-day and the 200-day attendance groups scored below national norms, but as the 200-day subgroup was smaller the percentage dropped between these two categories. Among 5- and 6-year-old children the percentage above grade level increases from 100 to 200 days in accordance with the project goal.

TABLE 10

READING SCORES--PERCENTAGE OF CHILDREN AT OR ABOVE GRADE LEVEL
BASED ON GRADE EQUIVALENT NORMS FOR THE WIDE RANGE
ACHIEVEMENT TEST

Age Group	Attendance in Program			
	Norm Group Under 30 Days		100 Days Attendance	200 Days Attendance
Nursery (3-year-olds)	N=17	100%	N=23 96%	()
Prekindergarten (4-year-olds)	N=22	86%	N=48 98%	N=14 93%
Kindergarten (5-year-olds)	()		N=42 76%	N=19 100%
First grade (6-year-olds)	()		N=22 23%	N=10* 60%
Second grade (7-year-olds)	()		N=10 40%	()

*Combines 200-day and 300-day to make a 200+ group large enough for analysis.

SUMMARY OF FINDINGS, TABLE 10:

1. MOST CHILDREN AGES 3 AND 4, PRESCHOOL AGE, ARE ABOVE GRADE LEVEL IN BOTH THE NORM AND 100+ DAY ATTENDANCE GROUPS BASED ON NATIONAL NORMS FOR THE WRAT.
2. ALTHOUGH ONLY ONE CHILD IS BELOW GRADE LEVEL IN EACH OF THE 100+ DAY ATTENDANCE GROUPS FOR 3- AND 4-YEAR-OLDS, THE RESULTING PERCENTAGES ARE CONTRARY TO THE PROJECT GOAL IN COMPARING 100 DAY TO THE NORM GROUP 3-YEAR-OLDS, AND 200 DAY TO 100 DAY 4-YEAR-OLDS.
3. NOT ENOUGH CHILDREN OF SCHOOL-AGE ARE IN THE NORM GROUPS TO ALLOW ANALYSIS. THE PERCENTAGE OF CHILDREN ABOVE GRADE LEVEL IS IN THE DIRECTION EXPECTED BY THE PROJECT GOAL FOR THOSE ATTENDING 100 AND 200 DAYS.

CONCLUSION: The percentage of children at or above grade level does not consistently increase by attendance periods at the preschool level, so the goal would be considered partially met. The goal was met for children at the school-age level.

ANALYSIS (3): Children's tests are grouped by age, and then subgrouped by the period of attendance in the program. For each subgroup the average, or mean, score is calculated and the standard deviation of scores. The difference between the means was then analyzed statistically to see if the superiority of the "treatment group" (children with 100 or more days attendance) over the "norm group" (project children of comparable age pretested before 30 days attendance in the program) is statistically significant beyond the .05 level, e.g., the probability that the superiority could be attributed to chance is less than 5 in 100.

NOTE: Because the project norm group scores on the reading subtest have only been accumulating for approximately a year and a half (this subtest was added considerably after the math and spelling subtests of the WRAT were being used), and because the project attempts to enroll most children at the preschool level, the norm groups for school-age children in reading are not yet large enough (minimum subgroup

size 10) to allow statistical analysis. Therefore, the statistical significance between children with 100 days attendance and children with 200 days attendance was calculated, and is reported as an indication of the continuing effect of program participation for the school-age groups where there is no norm group for comparison.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The evaluation design calls for reporting this information but no minimum criteria was set as a project goal.

FINDINGS: Findings are reported in Table 11 which follows. As shown, the mean (or average) score at every age level increases as the period of attendance increases. For 3- and 4-year-old children the superiority of children after 100 or 200 days attendance over the norm group is statistically significant.

For 5- and 6-year-olds, children with 200 days attendance have much higher average reading scores than children with 100 days attendance, and again, this difference proves to be statistically significant. The norm groups for 5- and 6-year-olds are still too small for statistical analysis.

TABLE 11

READING SCORES--COMPARISON OF AVERAGE (MEAN) READING SCORES ON THE WIDE RANGE ACHIEVEMENT TEST BY AGE AND PERIOD OF ATTENDANCE

Age Group	Attendance in Program		
	Norm Group Under 30 Days	100 Days	200 Days
3.0-3.11	N=17 3.76	N=23 6.26 ^a	()
4.0-4.11	N=22 7.18	N=48 10.19 ^b	N=14 12.00 ^{b,c}
5.0-5.11	()	N=42 13.17	N=19 19.26 ^d
6.0-6.11	()	N=22 18.23	N=10* 23.60 ^e
7.0-7.11	()	N=10 34.50	()

*Combines children with 200 and 300 days attendance to make a group large enough for analysis (two children with 300 days).

^aThe superiority of this score over the norm group is statistically significant at the .05 level (the probability that it might occur by chance less than 5 in 100).

^bThe superiority of this score over the norm group is statistically significant at the .01 level (the probability that it might occur by chance less than 1 in 100).

^cThe superiority of this score over children with 100 days attendance is not large enough to be statistically significant.

^dThe superiority of this score over children with 100 days attendance is statistically significant at the .001 level, e.g., the probability of this much difference by chance less than 1 in 1,000.

^eThe superiority of this score over children with 100 days attendance is statistically significant at the .05 level, e.g., the probability of this much difference by chance less than 5 in 100.

SUMMARY OF FINDINGS, TABLE 11:

1. AT ALL AGE LEVELS, THE LONGER THE CHILD HAS ATTENDED THE PROGRAM, THE HIGHER THE AVERAGE READING SCORE.
2. WHERE THERE ARE NORM GROUPS FOR COMPARISON, CHILDREN WITH EITHER 100 OR 200 DAYS ATTENDANCE SHOW A SUPERIORITY THAT IS STATISTICALLY SIGNIFICANT, E.G., WOULD OCCUR BY CHANCE LESS THAN 5 TIMES IN 100.

3. FIVE- AND SIX-YEAR-OLD CHILDREN WITH 200 DAYS IN THE PROGRAM HAVE MUCH HIGHER AVERAGE SCORES THAN CHILDREN OF THE SAME AGE WITH ONLY 100 DAYS ATTENDANCE. AGAIN THIS SUPERIORITY IS ENOUGH TO BE STATISTICALLY SIGNIFICANT.

CONCLUSION: The reading program appears to be quite powerful, producing significant superiority over the norm group by 100 days attendance. Children with 200 days attendance show a superiority over children with 100 days attendance that is also statistically significant, indicating the benefits of longer periods of participation.

6. HOW WELL ARE CHILDREN LEARNING CULTURAL HERITAGE CONCEPTS?

GOAL: Project students demonstrate understanding of cultural heritage concepts, as measured by unit mastery tests.

EVALUATION GROUP: The evaluation group consists of all children who attended the program for 20 or more days between February 1, 1975, and June 30, 1975. The reason for this period of time is that the tests were not developed and put into general usage until February 1, 1975. As the criterion calls for mastery of one test for each 20 days attendance, this becomes the minimum period of attendance for inclusion in the evaluation group.

TEST CONDITIONS: Children are tested on project developed cultural heritage mastery tests related to curriculum units, by their own teachers periodically throughout the year as the teacher feels they have had enough lessons on a cultural heritage unit to test mastery.

ANALYSIS: A roster of children in the evaluation group was developed. Cumulative attendance since February 1, 1975 (the date of initiation of the use of cultural heritage mastery tests) will be reported for each child as attendance units of 20 days (to the nearest 20-day cutoff point). The number of cultural heritage units completed with a mastery test rating of satisfactory is recorded next to the attendance units. If the number of satisfactory tests is the same or more than the number of attendance units, the child is marked plus. The percentage of children who met the goal for mastery test units is then calculated to see if the 75% project goal has been met.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The goal is considered met if at least 75% of project children have received a performance rating of satisfactory for each 20-day unit of attendance in the program.

FINDINGS: The findings for this objective are presented in Table 12, which follows.

TABLE 12

NUMBER AND PERCENTAGE OF PROJECT CHILDREN PASSING CULTURAL
HERITAGE MASTERY TESTS WITH A RATING OF SATISFACTORY
RELATED TO PERIOD OF ATTENDANCE

Number of Children Attending Program 20 Days or More Between 2/1/75 and 6/30/75	Number and Percentage Passing a Cultural Heritage Mastery Test for Each 20 Days Attendance	Meets Project Goal?
Preschool children 141	75 (53%)	
School-age tutoring children 78	32 (41%)	
All Children 219	107 (49%)	No

SUMMARY OF FINDINGS, TABLE 12:

1. THE PERCENTAGE OF CHILDREN PASSING THE REQUIRED NUMBER OF CULTURAL HERITAGE TESTS IS HIGHER AMONG PRESCHOOL CHILDREN THAN FOR THE SCHOOL-AGE GROUP. (SEE INTERPRETATION OF FINDINGS BELOW.)
2. OVERALL, ONLY ABOUT ONE-HALF THE PROJECT CHILDREN MET THE GOAL OF ONE TEST PASSED FOR EVERY 20 DAYS ATTENDANCE, WHICH FALLS QUOTE FAR SHORT OF THE PROJECT GOAL WHICH WAS THAT 75% OR MORE WOULD REACH THIS CRITERION.

INTERPRETATION OF FINDINGS: This was the first year in which the cultural heritage mastery tests were put into use and the project therefore lacked experience from which to set a realistic goal. It now appears that one test for every 20 days attendance is not a realistic goal. The teachers generally felt that given the amount of time for cultural heritage in the schedule, that it took longer than this to enable them to get children to the point where they were ready for a mastery test.

To give credit where, through extraordinary effort the teachers did meet the goal, Connell preschool center achieved 77% of its children with the required number of cultural heritage tests passed. This was the only center which met this particular project goal.

In terms of time allowed for cultural heritage lessons, the preschool program which is full day has considerably more than the school-age tutoring program. In the school-age program the children have at most only about two hours a day, either after school or on a released time basis from school. A realistic evaluation goal would set differing periods of attendance for these two situations, with a longer period of attendance per test for school-age.

CONCLUSION: Overall, 49% of project children attending 20 or more days passed at least one cultural heritage mastery test for each 20 days attendance. Since the project goal was that 75% of the children would reach this criterion, the goal would be considered only partially met.

1.0 INSTRUCTIONAL COMPONENT (PROCESS OBJECTIVES)

1. DOES THE RATE OF PROGRESS THROUGH ACADEMIC CURRICULUM MATERIALS MEET PROJECT GOALS?

GOAL: Teachers will provide instruction using the following programmed instructional materials (or substitute materials approved by the educational director) at a pace whereby at least 50% of the students advance by at least one level, or unit, of lessons for every 20 days cumulative attendance.

Singer "Sets and Numbers" math, or project developed premath activities.

Lyons and Carnahan, "Write and See" handwriting (or an appropriate substitute as this material is going out of print), and project developed pre-handwriting activities.

University of Kansas "Phonics Primer" and Sullivan Reading, or project developed pre-reading activities.

EVALUATION GROUP: All children who attended the program for 20 days or more from November 1, 1974, through April 30, 1975.

ANALYSIS: A roster of all children with the requisite 20 days attendance or more was made up. The number of attendance units based on their cumulative attendance for this period was posted next to the names. For each subject area, math, reading, and handwriting, the level they were working on at the beginning of the period (end-of-month reporting for October, 1974, or whenever within the evaluation period they started) and the last level they were working on was posted from which the number of levels advancement was calculated. If the number of levels advanced equaled or exceeded the number of attendance units, the child was rated plus. The percentages were then calculated from the plus ratings.

NOTE: The number of children in the total group differs by subject area because 3-year-olds are not yet into the reading curriculum, and school-age children are not taking handwriting. At one site 3-year-olds were in an experimental premath curriculum which was not tracked by units.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The objective is considered to be met if 50% of the children advanced by at least one curriculum unit per 20-day attendance unit, in each of the programmed curriculum areas.

FINDINGS: The findings are presented in Table 13, which follows. As will be seen from the figures presented, the rate of progress through materials was met by the required 50% or more children in each of the three academic areas; it was far exceeded in reading (75%) and in math (79%).

TABLE 13

PROGRESS THROUGH CURRICULUM MATERIALS--NUMBER AND PERCENTAGE OF CHILDREN WHO COMPLETED AT LEAST ONE CURRICULUM UNIT FOR EACH 20 DAYS ATTENDANCE IN PROGRAM

Subject Area	No. in Evaluation Group	No. and % Completing at Least One Curriculum Unit Per 20 Days Attendance	Meets Project Goal?
Reading	181	136 (75%)	Yes
Math	187	147 (79%)	Yes
Handwriting	129	71 (55%)	Yes

SUMMARY OF FINDINGS, TABLE 13:

1. THE PROJECT MET ITS GOAL IN THE RATE OF PROGRESS BY CHILDREN THROUGH CURRICULUM MATERIALS IN ALL THREE ACADEMIC AREAS.
2. THE PERCENTAGE OF CHILDREN MEETING THE PROJECT STANDARD FOR RATE OF PROGRESS WAS HIGHEST IN MATH.

CONCLUSION: Presentation of curriculum materials by teachers has been at the rate established in the project goals.

2. DOES THE RATE OF PROGRESS THROUGH LANGUAGE CURRICULUM MATERIALS MEET PROJECT GOALS?

GOAL: Teachers will provide concept and language lessons at a rate whereby at least 50% of the students will advance by at least one level for every 20 days cumulative attendance in the program.

EVALUATION NOTE: The programmed curriculum materials in Language were in use at all sites by November, 1974, and weekly reports are on hand from teachers reporting the progress of each child in each language each week from that time until the present. However, the evaluator is unable to summarize and report these data because the language materials are divided in Book A, Book B, and Book C, and children move through the books at different rates, and move at different rates in the two languages. Thus, on any given week the child may be on six different lessons: one each for Book A, B, C, in English and one each for Book A, B, C in Spanish. This sets up six tracks for each child, instead of a single one as is the case with the other curriculum areas.

A progress feedback reporting system to the centers has been developed for the language curriculum based on children's mastery of materials, as demonstrated by achievement tests given by the outside testers. But at present, a system for tracking progress from the teacher's end-of-week reports on each child's placement has not proved practical, and cannot be reported for this evaluation.

CONCLUSION: Evaluation could not be carried out on this objective.

3. ARE TEACHERS PRESENTING CULTURAL HERITAGE LESSONS?

GOAL: Teachers will provide cultural heritage lessons on at least three out of every four weeks of project operation.

EVALUATION GROUP: The evaluation group for this objective consists of all teachers working with preschool children, who have worked in the program for four weeks or more during the evaluation period of July 1, 1974, through June 30, 1975.

ANALYSIS: A roster of teachers was developed by center and every week in which cultural heritage lessons were reported was entered as a plus or a minus if they were not reported. From the ratio of "plus" weeks to total weeks the percentage of weeks in which cultural heritage lessons were taught was calculated. If this percentage was 75% or better, the teacher met the criterion of lessons in three out of every four weeks.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The criterion of 100% of teachers offering cultural heritage lessons in at least three out of every four weeks was set for the preschool program.

FINDINGS: The findings on the percentage of weeks in which teachers presented cultural heritage lessons differs widely by center, as seen in Table 14. In none of the centers was the 100% goal reached; however, seven out of the nine teachers at Moses Lake, one of the permanent sites in Washington State, met the goal and four out of six teachers at Connell, the other permanent site in Washington State, met the goal. None of the teachers in the mobile program moving from La Grulla to various instream work locations met the goal. See the comments under "Interpretation of Findings."

TABLE 14

RATIO OF WEEKS IN WHICH CULTURAL HERITAGE LESSONS WERE TAUGHT
OUT OF TOTAL WEEKS REPORTED BY INDIVIDUAL TEACHERS

Connell Teachers:

A.	27/48	56%
B.	37/49	76%*
C.	42/49	86%*
D.	24/42	57%
E.	6/7	86%*
F.	16/18	89%*

Four out of six teachers
met goal.

Moses Lake Teachers:

A.	27/31	87%*
B.	46/50	92%*
C.	10/12	83%*
D.	15/17	88%*
E.	22/22	100%*
F.	45/50	90%*
G.	23/33	70%
H.	5/5	100%*
I.	16/25	64%

Seven out of nine
teachers met goal

Mobile Component Teachers:

A.	4/16	25%
B.	9/22	41%
C.	12/26	46%
D.	13/45	29%
E.	6/14	43%
F.	12/22	55%
G.	29/44	66%
H.	5/9	56%
I.	16/46	35%
J.	24/43	56%
K.	14/37	38%
L.	11/29	38%
M.	16/27	59%
N.	3/9	33%
O.	3/8	38%
P.	3/9	33%
Q.	4/8	50%
R.	10/19	53%

Zero out of 18 teachers
met goal.

*This percentage meets project goal.

SUMMARY OF FINDINGS, TABLE 14:

1. IN THE TOTAL PROJECT, 11 OUT OF 33 TEACHERS, OR 33%, MET THE PROJECT CRITERIA ON FREQUENCY OF OFFERING CULTURAL HERITAGE LESSONS. THIS FALLS FAR SHORT OF THE PROJECT GOAL OF 100%.
2. THE MAJORITY OF THE TEACHERS AT THE TWO YEAR-ROUND SITES IN WASHINGTON STATE DID REACH THE GOAL.
3. NONE OF THE TEACHERS IN THE MOBILE COMPONENT MET THIS GOAL FOR FREQUENCY OF OFFERING CULTURAL HERITAGE LESSONS, ALTHOUGH EVERY TEACHER INCLUDED CULTURAL HERITAGE LESSONS AT LEAST SOME OF THE TIME.

INTERPRETATION OF FINDINGS: The difference between the mobile sites and the permanent sites is partly a difference in the problem that exists in transporting materials. At the permanent sites parent volunteers have made costumes and other props for the cultural heritage program; a library of records and tapes has been accumulated. The mobile teachers who have to move several times during the year, and who may be working in isolation in an area have a much greater problem in availability of materials. The academic curriculum materials used are relatively compact; the cultural heritage supplies less so.

This past year, in an effort to cut down the time necessary to assemble materials for cultural heritage curriculum units, the central office has started putting out kits in large manila envelopes. These assemble materials (patterns, directions, background information, etc.) into one compact set. However, even this is not a complete solution as the supplies for making the "May baskets" (American cultural heritage), or the "soldados" (Mexican cultural heritage) must be obtained even though the pattern is included in the kit.

The introduction of the cultural heritage mastery tests increased the attention to the cultural heritage curriculum. In February, after the tests were first introduced, cultural heritage lessons at the mobile sites came in on 83% of the weekly reports, 70% in March. By April, however, everybody was on the move and even though centers did set up and start operating, cultural heritage lessons fell to 0% for that month. In the temporary sites in the north a number of new teachers were taken on, and these teachers were never fully introduced to the cultural heritage curriculum materials or tests.

CONCLUSION: This objective was partially met at the permanent sites; it was not met at the mobile sites.

4. ARE TEACHERS USING THE RECOMMENDED TEACHING METHODS?

GOAL: Teachers will use teaching processes as measured by classroom observational measures on:

skills necessary for dual language teaching
skills necessary for motivating active learning
with 80% of teachers meeting criterion after
three months of classroom experience.

EVALUATION GROUP: The evaluation group reported consists of those teachers who had at least three months teaching experience with the program, and who were employed by the program after the monitoring instruments were available for use. (Both instruments had to be revised during the year because of curriculum changes. The instrument on "skills necessary for dual language teaching" was available for use May and June of the program year; the instrument on "skills necessary for motivating active learning" was available by February.)

ANALYSIS: A roster was made up of all teachers employed and available for training and observation during the months specified above. Each teacher's training file was examined and dates recorded on which monitoring instruments with a "passing" score (criterion is on the instrument) were recorded by each teacher's name. If there were at least one passing score recorded for each instrument; a "plus" was recorded indicating the teacher had met criterion. The percentage of teachers marked "plus" out of the total on the roster was then calculated to see if the percentage of teachers met the 80% criterion set as a project goal.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: Criterion is considered met if at least 80% of the teachers have reached criteria (recorded on each instrument) on the two monitoring instruments.

FINDINGS: The findings on teachers reaching criteria in the method of dual language teaching are recorded in Table 15. As will be noted, 19 of the 23 teachers in the evaluation group reached criterion on the teaching skills in the two months this instrument was available for use. Of the four who did not, one was unable to demonstrate the skills after training (and is no longer with the program); the other three were under one trainer who simply failed to carry out the necessary training and observations by the June 30th deadline. The number who did successfully pass criteria represent 83% of the evaluation group, which meets the project goal.

TABLE 15

NUMBER AND PERCENTAGE OF TEACHERS WHO PASSED CRITERIA ON DUAL
LANGUAGE TEACHING SKILLS

Number in Evaluation Group	Number and Percentage who Passed the Skill Checklist on Dual Language Teaching	Meets Project Goal?
23	19 (83%)	Yes

SUMMARY OF FINDINGS, TABLE 15:

1. TEACHERS ARE USING APPROVED METHODS OF DUAL LANGUAGE TEACHING, WITH 83% HAVING PASSED A CHECKLIST OF DEMONSTRATED TEACHING SKILLS. AFTER TWO OR MORE FORMAL OBSERVATIONS OF ACTUAL TEACHING DEMONSTRATIONS.

FINDINGS CONTINUED: The monitoring instrument for "motivating active learning" tests such skills as the teacher's ability to use her attention and praise to encourage the child to appropriate efforts, to get feedback from children to check their comprehension and similar skills which are needed to keep children motivated and involved in what they are learning.

The training and observations with this instrument were started in February or March at the various sites, and have been continuous since. This earlier availability of the instrument explains why there are two more teachers in the evaluation group than for the dual language skills, as two of the teachers employed February through April were not later available in May and June, when dual language training was carried out.

As will be seen from Table 16, 21 out of the 25 teachers reached criterion during one or more observations of their skills for motivating active learning. This represents 84% of the total group, which meets the project goal. Of the four who did not pass, two were unable to demonstrate the teaching skills (and are no longer with the program); two were under a trainer who failed to carry out training and observations before the June 30th deadline.

TABLE 16

NUMBER AND PERCENTAGE OF TEACHERS WHO PASSED CRITERIA ON SKILLS
FOR MOTIVATING ACTIVE LEARNING

Number in Evaluation Group	Number and Percentage Who Met All Criterion Items on the Teacher Observation for Motivating Active Learning	Meets Project Goal?
25	21 (84%)	Yes

SUMMARY OF FINDINGS, TABLE 16:

1. TEACHERS ARE USING TEACHING SKILLS DESIGNED TO MOTIVATE ACTIVE LEARNING BY CHILDREN, WITH 84% HAVING PASSED ALL CRITERION ITEMS ON THE OBSERVATION INSTRUMENT USED BY TRAINERS TO RECORD BEHAVIOR DURING ACTUAL TEACHING.

CONCLUSION: The project goal was that at least 80% of all teachers with three or more months experience would be able to pass criteria on the two monitoring instruments used to check teaching methods in (1) dual language teaching, and (2) motivating active learning. This goal was met by all teachers available for training after the instruments were developed, late in the program year.

TABLE 17

SUMMARY OF INSTRUCTIONAL COMPONENT OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
Goals for Educational Outcomes:				
1. Learn preschool concepts	X	X	X*	
2. Gain in primary language	X	X		
Gain in second language			X	
3. Rate of gain in math	X	X		
Percentage above grade level in math	X	X		
4. Rate of gain in handwriting/spelling	X	X		
Percentage above grade level in spelling	X	X		
5. Rate of gain in reading		X		
Percentage above grade level in reading		X	X	
6. Pass cultural heritage mastery tests			X	
Goals for Educational Processes:				
1. Prescribed pace in math, handwriting, and reading	X	X		
2. Language lesson schedule			Could not be evaluated	
3. Cultural heritage lessons taught as scheduled			X*	X**
4. Teachers use of skills for dual language teaching and motivating active learning.	X			

*The school-age children had scores much higher than the norm group to the point of statistical significance, but because they had "topped out" on the test did not show continued gains by attendance periods as required by the project goal.

**Partially met by teachers in the year-round centers, but not met by teachers in the mobile component.

2.0 STAFF DEVELOPMENT COMPONENT

65

1. HAVE TEACHERS MASTERED SKILLS THROUGH IN-SERVICE TRAINING?

GOAL: Teachers will achieve at least 75% mastery level on checklists completing in-service training units.

EVALUATION GROUP: The evaluation group includes all teachers employed during the program year July, 1974, through June, 1975, who (1) worked for two months or longer-- which is considered the minimum time it takes to complete a training unit; and who (2) were considered regular staff (excludes four teachers hired by the mobile component in its northern phase as temporary additional help).

DOCUMENTATION: In-service training units have explanatory materials, and observation forms which are used to record actual teaching interactions targeting different teaching skills, and a checklist. The observation forms are done a minimum of twice and may be repeated as often as necessary until there is documentation in these observations that the teacher is able to demonstrate the key teaching behaviors listed on the checklist, which is the instrument used to determine that the mastery level of the teacher is "passing." The checklists are rated + or - as to whether the teacher does this consistently, and for most of them a + on 75% of the items is required for passing. On some checklists, in addition to 75% + items, certain items considered more important than the others are designated "mandatory" pass items. A sample of a checklist for one of the training units on the handwriting curriculum follows as Fig. 3.

Trainers are responsible for presenting the training and scheduling the subsequent observations of teachers. All observations and checklists, marking completion of a training unit are then forwarded to the evaluator who maintains records used for granting raises based on training, for the evaluation goals, etc.

ANALYSIS: A roster of all teachers employed for two months or longer during the program year being evaluated, July 1974 through June 1975, was prepared. The number of checklists passed was recorded after names. The percentage of teachers with one or more checklists to their credit was then calculated by Center and for the project as a whole.

CHECKLIST--HANDWRITING 2

(Second Section)

Trainee's Name _____ Score _____ Date _____

Trainer _____ Date of _____ Trainee's
Conference _____ Initials _____

(+) This is done consistently.

(-) This is not done consistently. (5 of 6 are passing)

- _____ 1. Teacher stresses working left to right and top to bottom (or children regularly exhibit these behaviors).
- _____ 2. Children hold the pencil correctly, and position the paper correctly (or teacher takes steps to teach the correct positions).
- _____ 3. Teacher uses approved teaching sequence for handwriting--without omitting any of the steps..
- _____ 4. Teacher assigns red-lines at reasonable spacings.
- _____ 5. Either children all regularly respond to the red-line technique or the teacher is taking appropriate steps to remedy it.
- _____ 6. Teacher uses specific praise statements far more often than general praise--both in grading and in circulating.

Note: Although only 5 of 6 are required for passing, number 3 must be passed before this checklist is passed.

Fig. 3.--Sample of Checklist Used to Evaluate Successful Completion of In-Service Training in One Curriculum Area. Developed by Bilingual Mini Head Start Staff, 1975.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: Criterion is considered met if 100% of the teachers employed for two months or longer during the evaluation period have completed at least one checklist with a passing grade.

FINDINGS: The findings are presented in Table 18. As will be noted, there were 19 teachers who passed training checklists, six who did not, during the evaluation period. None of the centers had the 100% projected as a project goal, but the percentage who met the criteria ran around 80% for each site as well as for the project as a whole.

TABLE 18

PERCENTAGE OF TEACHERS WHO COMPLETED CHECKLISTS DEMONSTRATING MASTERY OF TRAINING UNITS

Center	Number of Teachers Employed Two Months or Longer	Number and Percentage Completing at Least One Checklist at 75% Mastery Level	Meets Project Goal?
Moses Lake	10	8 (80%)	No
Connell	7	6 (86%)	No
Texas-Mobile	14	11 (79%)	No
Total project	31	25 (81%)	No

SUMMARY OF FINDINGS, TABLE 18:

1. OVER 80% OF THE TEACHERS IN THE PROJECT COMPLETED ONE OR MORE CHECKLISTS INDICATING MASTERY OF TRAINING UNITS, WHICH REPRESENTS A SUBSTANTIAL TRAINING EFFORT BUT IS SHORT OF THE 100% GOAL.
2. THE PERCENTAGE OF TEACHERS WHO MET THIS CRITERION WAS ABOUT EQUAL AT THE THREE SITES.

CONCLUSION: As the overwhelming majority of teachers did meet this criterion, although not the 100% set as a goal, this objective would be considered to be "partially met."

2. ARE PROJECT STAFF CONTINUING ACADEMIC TRAINING?

GOAL: At least 80% of project full-time staff will be enrolled for high school GED courses, or college courses, to further their academic training.

EVALUATION GROUP: All full-time personnel employed during the 1974-75 program year provided the period of their employment extended through one college quarter. Excluded from the evaluation group are temporary teachers employed through manpower programs and short-term summer personnel.

DOCUMENTATION: The project manager handles enrollment in college courses arranged through the program, as well as any project support given for those staff members working toward their GED. Staff members who have arranged academic work on their own time and expense simply report this information to the project manager, who supplies the evaluator with a roster with this information on it twice a year for evaluations.

ANALYSIS: A roster of full-time staff is used with a checkoff procedure denoting enrollment in college classes, or in GED classes. This is used to calculate the percentage of staff continuing their academic training out of total staff employed.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The objective is considered met if at least 80% of full-time staff is enrolled for academic training during the evaluation period.

FINDINGS: Table 19 reports the full-time personnel by position; the type of academic program, if any, in which they are enrolled.

TABLE 19

FULL-TIME STAFF ENROLLED IN COLLEGE COURSES OR HIGH SCHOOL
GED CLASSES DURING 1974-75 PROGRAM YEAR

Staff Category	Total Enrolled in College Courses	Enrolled in GED	Not Enrolled in Academic Courses
Educational Director			1 (Has M.A.)
Trainers	2*		2 (Have B.A.)
Site Coordinators	1		1
Secretaries	1		1
Teachers	20	2	0
Total project	24	2	.5
Percentage of total full-time staff enrolled in continuing academic work: 83%			

*One of the trainers working toward M.A.

SUMMARY OF FINDINGS, TABLE 19:

1. OF THE TEACHERS IN THE PROJECT, 100% WERE CONTINUING THEIR ACADEMIC TRAINING THROUGH EITHER GED WORK OR COLLEGE COURSES.
2. OF THE TOTAL FULL-TIME STAFF, 83% CONTINUED THEIR ACADEMIC WORK, WHICH MEETS THE PROJECT GOAL.

CONCLUSION: The program has consistently met its goal for staff improvement through continued academic training. The 83% reported in this evaluation again meets this goal.

2.0 STAFF DEVELOPMENT COMPONENT (PROCESS OBJECTIVES)

1. DOES THE PACE OF TRAINING MEET PROJECT OBJECTIVES?

GOAL: Teacher trainers will provide in-service training at a rate which will enable 80% of the teachers to complete a training unit for every two months of active employment.

EVALUATION GROUP: All teachers employed for two months or longer during the 1974-75 program year, except temporary short-term summer personnel.

ANALYSIS: A roster of teachers with the month of their employment is maintained. The months of active employment during the evaluation period is determined from this. A column lists the number of training units needed to meet criteria, based on one unit for every two months. Next to this, a column lists the number of training units actually completed by the trainee. If it is the same or more than the column of units needed, the rating is +, if less than the number needed it is rated -. Plus ratings are used to compute the percentage of the teachers meeting the criteria at each site, and for the project as a whole.

CRITERIA FOR ACHIEVEMENT OF PROJECT GOAL: The goal is considered to have been met if 80% of the teachers in the evaluation group complete a training unit for every two months active employment.

FINDINGS: The number and percentage of teachers who met or exceeded completion of the required number of training units is shown in Table 20. This shows that the percentage of teachers who met the training goal was a little less than 80% at each center and for the project as a whole. On the other hand, over half the teachers in the program completed training units in excess of the project goal.

TABLE 20

NUMBER AND PERCENTAGE OF TEACHERS WHO COMPLETED TRAINING AT THE RATE OF ONE UNIT FOR EVERY TWO MONTHS EMPLOYMENT

	Units Needed	Units Completed		Units Needed	Units Completed
Moses Lake Teachers:			Texas-Mobile Teachers:		
A.	4	4	A.	2	0
B.	6	7**	B.	3	0
C.	2	0	C.	3	9**
D.	2	1	D.	6	7**
E.	3	5**	E.	2	2
F.	6	6	F.	3	9**
G.	2	4	G.	6	7**
H.	6	7**	H.	4	7**
I.	4	4	I.	6	10**
J.	3	3	J.	5	8**

Seven out of 10 met project goal: 70%

Connell Teachers:

A.	6	7**
B.	6	10**
C.	6	5
D.	6	6
E.	2	0
F.	4	4
G.	2	3**

Five out of seven met project goal: 71%

Eleven out of 14 met project goal: 79%

FOR ALL CENTERS COMBINED:

Twenty-three (23) out of thirty-one (31) met the project goal: 74%

**Indicates the number completed is more than the project goal.

SUMMARY OF FINDINGS, TABLE 20:

1. OF THE TEACHERS EMPLOYED TWO MONTHS OR LONGER DURING THE 1974-75 PROGRAM YEAR, 23, OR 74%, COMPLETED IN-SERVICE TRAINING AT THE RATE OF AT LEAST ONE UNIT EVERY TWO MONTHS. THIS IS SOMEWHAT LESS THAN THE PROJECT GOAL OF 80%.
2. SIXTEEN TEACHERS, MORE THAN HALF, ACTUALLY COMPLETED TRAINING AT A FASTER RATE THAN ONE UNIT EVERY TWO MONTHS.

3. TEACHERS IN THE MOBILE PROGRAM COMPLETED AN
EXCEPTIONALLY LARGE NUMBER OF TRAINING UNITS.

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INTERPRETATION OF FINDINGS: With five of the seven teachers who failed to meet the pace of in-service training (in fact completed no training units), it was known during their employment that they would be terminating (for a variety of reasons). It appears that trainers chose to give their attention to other staff presumed to be permanent staff.

CONCLUSION: The pace of training carried out with program staff met or exceeded the project goal for 23, or 74%, of the teachers. As the criterion was 80% or more teachers completing training at this pace, the goal would be considered to be partially met.

2. IS THE PROJECT HELPING STAFF CONTINUE THEIR ACADEMIC EDUCATION?

GOAL: Administrative staff will arrange academic training opportunities for staff, and provide counseling to encourage staff to continue their academic training.

EVALUATION GROUP: Administrative staff, primarily the project manager, but also including efforts by the Educational Director and the two site coordinators.

DOCUMENTATION: Documentation reviewed by the evaluator consists of memos from the project manager concerning efforts directed toward obtaining appropriate academic opportunities.

ANALYSIS: Examination of evidence of these memos, the record of enrollment in programs, and personal informal contact with project staff members by the evaluator.

CRITERIA FOR ACHIEVEMENT OF GOAL: Judgment based on the examination of evidence provided relating to how the above activities were carried out.

FINDINGS: Staff members have been assisted by the project manager relative to continuing academic training at three levels:

Graduate: Imelda Guerra, trainer, through Antioch College completed a master's degree program. This was arranged entirely by field work (e.g., no on-campus courses required). The project manager assisted this general work by making arrangements to obtain ERIC documents, and assisted specifically in overseeing her work in the area of educational administration. The Educational Director and Texas Site Coordinator also assisted with the program relating to educational administration. The evaluator and Educational Director assisted with courses on curriculum and evaluation.

Undergraduate: Entirely through the efforts of the project manager, a cooperative arrangement with Columbia Basin Community College has been worked out whereby staff members are enrolled in courses through the early education department of the College every quarter. The course outlines are prepared by the project manager, who supervises the distribution of materials relating to the course, generally oversees the trainers in conducting instruction for the college classes, as well as handling all the financial and paperwork requirements. Several paraprofessional teachers in the program have been able to earn more

than one year of college training through this program and can eventually be awarded an Associate of Arts degree. The project manager has also investigated and counseled with staff members who have some college and need work in other fields or beyond the community college level. During this past year no other such college courses have been arranged but in previous years members have enrolled in other college programs.

High School GED: The project manager and educational director have, in the past, frequently assisted staff to enroll in community courses preparing them to take the GED, even assisting to set up such classes. Two staff members who needed the GED were unable to get training through local classes (the attendance in any classes that started fell off to the point where the course was cancelled). The project manager therefore arranged for special tutoring for these two staff members. It was carried out at the center after work, twice a week. During the evaluation year, one of the staff members completed her GED as a result of this effort.

CONCLUSION: Administrative staff of the project have devoted time to arranging appropriate academic opportunities through which employees may improve their skills, and these efforts appear to go far beyond simply "meeting the project objective."

TABLE 21

SUMMARY OF STAFF DEVELOPMENT COMPONENT OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
Outcome Objectives:				
1. Mastery of in-service training unit(s)			X	
2. Staff continues academic studies		X		
Process Objectives:				
1. Maintaining pace of in-service training	X*		X	
2. Arranging continuing academic training opportunities	X	X		

*Exceeded in that the majority of teachers completed more than the minimum training units; 10 out of 11 of the Texas-Mobile teachers participating in training exceeded the number required. Partially met in that the percentage of all teachers meeting the requirement was slightly less than 80%.

3.0 PARENT AND COMMUNITY INVOLVEMENT COMPONENT

75

1. ARE FAMILY MEMBERS PARTICIPATING IN CHILDREN'S EDUCATIONAL PROGRAM?

GOAL: Family members equal to at least one-third the enrollment capacity at each site will participate in their children's educational program through (a) home teaching program, or (2) center instructional program, or (c) assisting with cultural heritage activities.

EVALUATION GROUP: Family member is defined as an extended family relationship to children enrolled--since extended family is part of the culture of the children served.

DOCUMENTATION: Employment records; vouchers for volunteers which indicate the relationship to an enrolled child, type of activity, date and hours; and rosters of planned parent-child activity night programs.

ANALYSIS: From the sources listed below an unduplicated list of parents participating in one of the types of activities listed above is prepared for each center site. The total is reported as a percentage of the enrollment capacity of each center.

CRITERIA FOR ACHIEVEMENT OF GOAL: The objective is considered met if the number of individuals participating in the educational program is equal to one-third the enrollment capacity at the three sites. The enrollment capacity of each site, with the school-age tutoring program included was set at: 45 Moses Lake, 36 Connell, 75 Texas-Mobile.

FINDINGS: The number of family members involved in the children's educational program is reported in Table 22. The goal was met at all three sites, and far exceeded at Connell and at Moses Lake.

TABLE 22

FAMILY MEMBERS INVOLVED IN CHILDREN'S EDUCATION PROGRAM

Site	Number of Individuals Helping with Educational Program	Percentage of Enrollment Capacity of Center	Meets Project Goal?
Moses Lake	48	107%	Yes
Connell	25	69%	Yes
Texas-Mobile	25	33%	Yes

SUMMARY OF FINDINGS, TABLE 22:

1. THE PROJECT MET ITS GOAL AT ALL THREE SITES OF INVOLVING MEMBERS OF THE CHILDREN'S FAMILIES IN A NUMBER AT LEAST EQUAL TO ONE-THIRD THE ENROLLMENT CAPACITY OF EACH CENTER.
2. AT CONNELL AND EVEN MORE SO AT MOSES LAKE THE NUMBER PARTICIPATING FAR EXCEEDED THIS MINIMUM GOAL.

INTERPRETATION OF FINDINGS: Moses Lake, thanks to the energetic effort of the site coordinator, has always been a very strong center for involvement of family. A good core of volunteers who assist teachers, even fill in when teachers are absent, has been developed.

The number participating at Moses Lake and at Connell is even greater than in the past as reported in this evaluation because of the success of evenings in which parents have come in with the children where both participate in planned educational activities. Parents at Connell learned how to make play-dough, for example, and ways in which children could learn concepts from its use. Bingo games stressing language development which are suitable for family use were introduced. Movies of the children have also been shown during the evening--always a strong drawing card. As a result of these planned activities a different group of parents have come to be involved in the center's program.

Plans were made for similar activity nights at La Grulla during the home base months, but complications of scheduling prevented the program from being carried out.

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Had it been possible, no doubt the participation at La Grulla would have been much larger.

CONCLUSION: The number of family members participating in the educational program met the goal at all three sites; far exceeded it at Connell and Moses Lake.

2. HOW HAVE FAMILIES PARTICIPATED IN PROGRAM MANAGEMENT?

GOAL: Parents and community advisory groups will be active in program management decisions involving (a) organizational matters (voting for officers, meeting times, parent group activities, etc.); (b) review of proposals or work program changes; (c) personnel actions; (d) use of parent funds; (e) discussion of educational program and evaluations of progress.

EVALUATION GROUP: Parent and community advisory groups.

DOCUMENTATION: Minutes of meetings.

ANALYSIS: Analysis for this objective involves examining the content of the minutes of parent-community advisory group meetings site by site, and classifying actions taken which fall into the categories listed above.

CRITERIA FOR ACHIEVEMENT OF GOAL: The objective is considered to have been met if meeting minutes from every site confirm action of the parent and community advisory group in at least four out of the five specified areas.

FINDINGS: A content analysis of the minutes of parent-community advisory group meetings from each site for the period July, 1974 through December, 1974 was published in the mid-year evaluation. The analysis in Table 23 therefore is taken from minutes for the period of January, 1975 through June, 1975.

TABLE 23

CONTENT ANALYSIS OF PARENT-COMMUNITY ADVISORY GROUP MINUTES

Grulla	Connell	Moses Lake
(a) Organizational matters (and parent activities)		
1/16 Authorize third person to sign for use of parent fund; discuss family fun night.	2/20 Discuss family fun night plans	1/28 Introduce family fun night
3/17 Meet with crew leaders about locating facilities in north.	4/28 Plan date for elections	2/13 Discuss Valentines Day program; plan family fun night
	5/19 Elect new officers	

TABLE 23 (continued)

Grulla	Connell	Moses Lake
(b) Review of Funding Proposals, Program Changes		
4/1 Discuss and review Title VII proposal 5/27 and 5/28 Meetings held separately at Stokely Camp, Green Giant Camp, Del Monte Camp, Pasco Day Care so parents could discuss URRD proposal, school-age program	3/27 Review plans for Title VII proposal 5/29 Discuss URRD plans, proposal	3/25 Discuss Title VII evaluation and new proposal 4/24 Review Title VII completed proposal 5/22 Discuss URRD program with curriculum being demonstrated for parents
(c) Personnel Actions		
1/16 Vote to hire Gilma Solis as permanent trainee	None reported	All staff stayed on throughout January to June (Reported in mid-year evaluation meeting 10/74 Screen applicants; fill three positions
(d) Use of Parent Funds		
1/16 Discuss proposed use of parent fund money to build center 2/13 Report on parent fund	1/27 Agree to use funds to buy uniforms 2/20 Agree to purchase filing cabinets, shelves, etc., with parent funds	3/25 Discuss parent fund--possible uses 4/24 Vote on list of allowed uses of parent fund; method of repayment when used for personal loans 5/22 Discuss volunteer hours and how contribute to parent fund
(e) Discussion of Educational Program and Evaluations		
2/13 Discuss plans for cultural heritage program fiesta 5/27 and 5/28 approve all aspects of curriculum; approve idea of parent evaluations, several volunteers to evaluate	2/20 Discuss published evaluation of URRD program 3/20 Demonstration of Spanish Distar and math program; discuss curriculum	3/25 Approve parents to evaluate program 5/22 Discuss URRD curriculum; demonstration of Spanish Distar, Reading Primer and math. Letters written by parents about views on educ. program and how they feel about it. 6/26 Presentation by Rafael Guerra, educational director, about program, parent discussion

SUMMARY OF FINDINGS, TABLE 23:

1. THE PARENT-COMMUNITY ADVISORY GROUPS HAVE BEEN ACTIVE AT ALL SITES, MAKING DECISIONS ON PERSONNEL, FUNDING PROPOSALS, THE EDUCATIONAL PROGRAM, USE OF FUNDS, AND A VARIETY OF OTHER RELATED ACTIVITIES OUTLINED ABOVE.

CONCLUSION: The program goal was that parent groups at each site would take action in at least four out of the five areas outlined for advisory group decision making. The mid-year evaluation reported that this goal was met in meetings held July through December, 1974. The above data confirm that it was also met in the January to June, 1975 period.

3.0 PARENT AND COMMUNITY INVOLVEMENT COMPONENT PROCESS OBJECTIVES

1. HAS STAFF SOLICITED PARENTAL INVOLVEMENT?

GOAL: Project staff will solicit participation of parents in the children's educational program.

EVALUATION GROUP: Project staff, especially site coordinators, educational director, and trainers.

DOCUMENTATION: Site coordinators submit weekly reports on contacts with parents; minutes record presentations by staff to solicit parent participation and opinion; memos from project manager summarize efforts learned from site visits and phone contact.

ANALYSIS: Examination by evaluator of above documentation.

CRITERIA FOR ACHIEVEMENT OF GOAL: Judgment by evaluator that significant efforts have been made to involve parents at each site based on documents mentioned above.

FINDINGS: Minutes from each site indicate repeated discussions of how parents may participate in the educational program. Site coordinator reports indicate parent contacts weekly. Minutes reveal that Natalie Rodriguez, a special consultant on parental involvement, assisted the parent groups at Connell and at Moses Lake plan how to increase involvement, and the means of organizing parents for effective action.

In reviewing plans for the coming year staff solicited parent opinion; initiated idea which parents adopted of parents taking part formally in program evaluation. (Process involves having each curriculum area explained to the parent evaluation committee followed by visits to watch classes in action, and written evaluation mailed directly by parent to the project evaluator.)

Information from project manager indicates staff at some sites developed and reproduced for parents materials to indicate how parents may help their children at home, or in special family-child educational nights held at the centers which were initiated this year.

CONCLUSION: Staff at all sites have solicited parental involvement, in keeping with project objectives.

2. DOES STAFF REPORT REGULARLY TO PARENT MANAGEMENT GROUPS?

GOAL: Project staff will provide parent advisory groups with the information needed to participate in program decisions by submission for review project proposals and evaluation reports, and by attendance regularly at parent advisory group meetings.

EVALUATION GROUP: Project staff.

DOCUMENTATION: Roster of attendance at parent-community advisory group meetings indicating staff attendance. Examination of minutes regarding reports and presentations made by staff. Communications to parent group officers (covering letters on proposals and evaluation reports submitted to them) as well as communication from parent group officers, or members.

ANALYSIS: Examination of documentation mentioned above.

CRITERIA FOR DETERMINING ACHIEVEMENT OF GOAL: The objective is considered met if there is evidence of parent involvement in reviewing of every proposal and evaluation, and if at least some of the on-site staff attended each parent and community advisory group meeting held during the evaluation period.

FINDINGS: Minutes indicate review of Title VII and URRD funding proposals, and approval of their content and submission. Minutes indicate discussion of published evaluations at two sites, and covering letters from parent advisory chairman indicates receipt of evaluations and proposals at the other site.

Attendance records indicate that some (or all) on-site staff attended each of the parent community-advisory group meetings held throughout the program year.

CONCLUSION: Staff has provided parent groups with written evaluations of program and with oral reports on the program; with the opportunity to review the program operations; with pre-program synopsis of plans for the coming year to review before proposal writing and with the written proposals as submitted for funding; and have been available at parent meetings. This fully meets the criteria for this objective. Staff has by all these means assisted parent community advisory groups to participate fully in program decision making.

SUMMARY OF PARENTAL INVOLVEMENT COMPONENT OBJECTIVES

	Exceeded	Met	Partially Met	Not Met
Outcome Objectives:				
1. Parents participate in their children's education.	X	X		
2. Parents participate in management of the project.		X		
Process Objectives:				
1. Staff will solicit parental involvement.		X		
2. Staff reports to parent group.		X		

4.0. MATERIALS DEVELOPMENT COMPONENT

1. CURRICULUM FOR CONCEPT-LANGUAGE DEVELOPMENT.

GOAL: Project manager purchases or publishes programmed curriculum materials in concept-language development area. (PROCESS GOAL) Educational director and other staff assigned by him visit sites using programmed curriculum materials in concept/language development area and selects materials for project use.

STATUS REPORT: The Educational Director, his two trainers from the Texas site, the tester, and his evaluator visited Uvalde, Texas Follow Through project in March, 1974 to observe their language development curriculum. (The visit was preceded by examination of research reports on this curriculum and its effectiveness, and some examination of the materials.)

The Educational Director decided to adopt this curriculum and notified the project manager to order them. English language materials were purchased. Spanish language materials, initially, were provided us by the Uvalde project (which had obtained them from East Las Vegas, New Mexico) and these (non-copyrighted materials) were reproduced at the project's Media Center.

Related materials have also been developed and published by the project. Each of our curriculum areas has an achievement test. The children are tested on what they have learned by an outside tester. The teacher then uses the results to review and reteach concepts the child does not know. The Follow Through project has published such an achievement test in English. The Spanish version was developed by the project and published.

In order for teachers to review children on material which the achievement test showed them weak on, an alternate set of test items was developed and published. These are used by the teacher to check children's understanding after she has retaught materials the child missed on outside testing.

The Story Book, which is an important part of the curriculum, had never been produced in Spanish. The project is in the process of putting this in Spanish, after which it will be published for our use.

In addition, we have found that the Spanish materials developed in New Mexico changed the curriculum tasks in many important ways. We are revising the materials

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to include the format we feel was important to learning the concepts, and to use the Spanish words more familiar to our target group of children. (The New Mexico Spanish, in general, derives from descendants of Spanish immigrants; the Spanish of our children from immigrants from Mexico--hence the word differences.)

CONCLUSION: Staff have carried out the search and selection process for language-concept development curriculum as in the goal. Materials have been published or purchased and been put into use at all sites. The development of ancillary materials (testing instruments) has also been carried out. Revision of the materials to adapt them to our target group is underway.

2. PRE-ACADEMIC ACTIVITIES IN MATH, HANDWRITING, AND READING.

GOAL: Evaluator publishes curriculum tracking system for pre-academic activities in math, handwriting, and reading areas.

PROCESS GOAL: Curriculum resource trainer organized pre-academic activities into a sequential series from which the evaluator can develop a report system for tracking progress for children not yet into the programmed curriculum academic subject materials.

STATUS REPORT: The pre-academic material in math was developed by trainer, Imelda Guerra, as one part of the work toward her Master's Degree (as reported in the staff development component). She was assisted by the evaluator and curriculum resource trainer in defining the sequence of skills children needed.

The lowest level of the published math materials the program uses presumes the child has many skills; skill to circle objects, connect sets with lines, make X's in boxes. It presumes he knows how to count and recognize numerals. These are the "pre-academic" skills needed in math. Imelda developed a series of activities into a 92-page book. This includes identification of real objects to be used, procedures to be followed, and dialogue of the teacher. It also includes a mastery test by which the teacher can determine if the child is ready to go on. The skills are sequenced and programmed, and they tie in to the published materials we are using (going back and forth to provide children skills the published materials leave out).

These materials have been field tested at the Texas site this winter. They have not yet been put into use at all sites, and the curriculum/reporting and tracking system needs still to be developed by the evaluator. In addition, the project needs to develop and publish an achievement test to go with these pre-academic skills which can be used by the tester to provide confirmation of the teacher testing that children have learned certain skills and concepts and are ready to progress.

In handwriting, the program made the decision to replace the Lyons and Carnahan "Write and See" handwriting materials (which have gone out of print) with project produced materials. These combine materials from various sources, have project developed test pages, and supplementary pages prepared by one of the project trainers which gives children practice in writing some of the letters and numbers used in their reading and math workbooks. A resource trainer developed some materials which has been put on ditto masters for supplementary practice with the youngest children. The decision was made that instead of developing an entire pre-handwriting curriculum, that children would be put into the regular materials and the other material used if they needed supplementary practice, or, specific preskills. It was felt that this met the need and therefore fulfilled the materials development objective in reference to handwriting.

In reading, the project decision was made that rather than develop pre-academic material in reading that the introduction of children to the reading curriculum is simply postponed. Additional oral language lessons are substituted for children not yet ready for the reading program.

CONCLUSION: Pre-academic materials in math have been developed, field tested, revised and will be ready to introduce, through workshops, to all sites during the fall of 1975.

Instead of a pre-academic program in handwriting, most of the handwriting curriculum has been replaced with project developed materials, and some materials of very elementary skills have been developed for use as supplementary materials if the youngest children have difficulty in the regular curriculum.

Pre-academic work in reading will not be developed, as the project decided that it was more appropriate to postpone introduction to the reading until children were older. Those not yet into reading have additional practice in the oral language curriculum.

3. CULTURAL HERITAGE TEST INSTRUMENTS.

GOAL: Evaluator publishes master tests for cultural heritage curriculum units.

PROCESS GOAL: Training staff develops mastery tests to accompany project developed cultural heritage curriculum lessons for use by program evaluator in place of current test of cultural knowledge.

STATUS REPORT: The two Washington State staff trainers developed mastery tests for 14 of the Mexican cultural heritage units developed by former staff member, Teresa Cruz.

In addition, materials developers have produced ten new cultural heritage units, with accompanying mastery tests, which add United States and other nation's cultural heritage units to our curriculum, so it is, by now, more "multi-cultural" than bicultural.

The project manager has reproduced testing notebooks for each teacher, as these are teacher given. A report system has been worked out. Workshops were held at all sites during January to train teachers in the test usage, and beginning February 1, 1975 the testing program is being fully implemented.

CONCLUSION: This objective has been fully carried out, materials published and put into use.

4. PUBLISHING DISSEMINATION INFORMATION.

GOAL: Project Manager publishes or submits for publication dissemination materials on project's methods and accomplishments.

PROCESS GOAL: The program manager or evaluator writes or prepares materials for publication related to program objectives, approaches, and accomplishments.

STATUS REPORT: Articles about the project were published in several local newspapers and one national magazine during the program year. The earliest was a picture feature by Jini Dalen, entitled "Migrant Teaching Program Follows Crops, Students" which appeared in the Tri-City Herald, Pasco, Kennewick, and Richland Washington on July 24, 1975.

An article was written about LaGrulla, our home base site, and the life lived by the inhabitants for the Los Angeles Times which interviewed Rafael Guerra, our educational director (but then did not specifically mention our program). The author of the article then wrote to Mr. Guerra that "upon receipt of the story it was suggested I write a separate story on the migrant mini head start schools. I am supposed to write it at some time, or perhaps another reporter from the Los Angeles Times office. I hope I can do it and I look forward to meeting with you again." Reference to the program was probably deleted in interest of doing the longer article. This hasn't yet taken place, but is something "in process" by way of dissemination. The Los Angeles Times Service story was printed in the San Antonio Express on April 16, 1975 entitle "Migrants Trek Begins."

Another article entitled "Things are Different For Migrant Workers" appeared in U.S. News and World Report on April 28, 1975 featuring pictures of families served by our program and quotes from staff.

The Project Manager wrote a descriptive article about the program which was published in the "ISD CARROUSEL" circulated to schools in Adams and Grant County, Washington.

In addition to these publications, a "flood" of requests for information, by telephone, letter, questionnaire, and invitations to "share your ideas"

meetings has come about by the inclusion of this program on the list of projects approved for "Dissemination" by the Dissemination Review Panel of the U.S. Office of Education. State "facilitators" have been funded in many states which have written publications cataloging information about our project as well as others certified "effective" on the basis of evaluation results reviewed by the Review Panel. Project staff have responded to these requests with time available; we are in no way staffed to handle the requests in the detail many of them wish, nor at the frequency with which they have been received (an average number of inquiries of at least three per week through May, 1975, when we stopped keeping a record).

CONCLUSION: The project has met the goal of disseminating information about the program, utilizing a variety of media.

5. PUBLISHING "TAKE HOME" MATERIALS FOR PARENTS TO USE WITH THEIR CHILDREN IN EACH SUBJECT AREA.

GOAL: Project manager publishes "take home" materials for parents to use with their children in each subject area.

PROCESS GOAL: The curriculum resource trainer selects or adapts workbook pages from programmed curriculum materials to reproduce for "take home" materials.

STATUS REPORT: The idea of "take homes" was borrowed from the University of Oregon Follow Through projects. For each of the curriculum materials it publishes for use in the classroom, newsprint "take homes" are printed which enable the child to show his parents what he can do--the instructions the teacher or parent should give the child is published on the materials. These allow the parent to see the child progressing in his capability to handle more difficult math problems, or to "sound out" letters or read words or stories.

As we are not using the DISTAR materials written by University of Oregon staff and published by SRA (except in language--so we use the published take-homes for language), the project decided to develop similar "take home" sheets related to Singer math, and Sullivan reading and the University of Kansas Primer, which we are using.

One "take-home" per level of work (a level being a set of rather related skills or concepts) was developed for the kindergarten and Book I of math; and for the Primer and Book IA of reading. The instructions on the math "take homes" have been printed in both Spanish and in English (only in English on the reading take-homes as the child is being asked to read English). The materials have been reproduced colorfully on multi-colored paper, and distributed to all centers. Workshops have been held with staff to go over the procedure for introducing the take-home materials to parents as well as children.

CONCLUSION: This objective was met; materials developed, published, and put into use.

6. FEEDBACK FORMS AND SYSTEM FOR REVIEW OF CURRICULUM.

GOAL: Evaluator publishes a form for recording feedback on curriculum use for review of new language/concept area materials, and pre-academic activities.

STATUS REPORT: Achievement tests have been developed in the language/concept area, and in math and reading. These enable information based on child performance of where teaching is weak. The evaluator has developed a system for reviewing these data, giving them to the center staff (teacher and trainer) and to training consultants who work at a dual level--suggesting appropriate remediation for individual children, and suggesting methods of helping the teacher do a more adequate job of getting the concepts across. A feedback loop is developed whereby remediation efforts are reported by the teacher, and performance re-evaluated on another round of testing.

This needs to be extended to the pre-academic curriculum materials within the next few months.

CONCLUSION: This feedback system is in operation in reference to the new language/concept area materials; also to math and reading curriculum. It has yet to be extended to the pre-academic math materials.

7. STAFF TRAINING MATERIALS PUBLISHED.

GOAL: Project Manager publishes at least six new units of staff training materials for use in the in-service training program.

PROCESS GOAL: Consultants or project staff will write at least six new units of staff training materials for use in the in-service training program.

STATUS REPORT: New training units developed thus far this program year include the following topics:

1. Cultural heritage.
2. Teaching the Primer: Using signals and maintaining attention.
3. Teaching the Primer: Teaching sequences (initial and correction).
4. Teaching the Primer: Testing, planning, and remediation.
5. Teaching Sullivan Reading: Teaching sequences.
6. Teaching Sullivan Reading: Planning, grouping, remediation.
7. Using positive reinforcement.
8. Use of the number line: Teaching simple addition.
9. Use of the number line: Teaching missing addend.
10. Use of the number line: Teaching simple subtracting.

Each of the above includes discussion training materials, a formal observation instrument, and a checklist for final evaluation of teaching performance.

CONCLUSION: The project has exceeded its goal in development of new training units.

SUMMARY OF MATERIALS DEVELOPMENT COMPONENT OBJECTIVES

		Exceeded	Met	Partially Met	Not Met
Outcome objectives:					
1. Purchase or publish concept-language development curriculum			X		
2. Publish curriculum and tracking system for pre-academic activities			X		X ¹
3. Mastery tests published for Mexican cultural heritage activities	X ²		X		
4. Publish newspaper articles			X		
5. Publish "take home" material for parent use			X		
6. Feedback system on language and pre-academic curriculum	X ³		X		X ⁴
7. Publish six units of teacher training materials	X		X		
Process objectives:					
1. Site visits to examine language curriculum			X		
2. Sequence pre-academic activities			X		X ¹
3. Develop mastery tests for cultural heritage	X		X		
4. Write articles			X		
5. Develop "take home" materials			X		
6. Write six units of teacher training materials	X		X		

¹Met in math; objective changed in regard to handwriting and reading.

²Mastery tests also developed for new multi-cultural activities.

³Feedback system also extended to math and reading.

⁴Feedback system not developed for pre-academic math materials yet.

5.0 MANAGEMENT COMPONENT FOR INTERSTATE DELIVERY SYSTEM

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1. HOW WELL IS THE PROGRAM ABLE TO FOLLOW CHILDREN AS THEY MOVE?

GOAL: At least 70% of the children enrolled in Texas during the winter of 1973-74 will be served again in one or more northern locations through implementation of a relocating delivery system.

EVALUATOR NOTE: This objective was reported in the mid-year evaluation, published after completion of the migration that took place during 1974. The reported percentage of children served in two or more locations by the mobile program through the 1974 migration was 61%, which was short of the project goal of 70% which had been met in 1972 and 1973.

Data are now being accumulated on continuity--i.e., enrollment of children in two or more communities as they move, for the 1975 season. These data will be complete and included in the mid-year evaluation for the 1975-76 program year, published in December. Detailed findings are not presented because the goal is not scheduled for evaluation at this time.

CONCLUSION: For the 1974 migration, the project achieved 61% continuity of service to children in two or more sites instead of the 70% set as a goal.

2. HOW WELL HAS THE PROJECT COORDINATED WITH OTHER EDUCATIONAL AGENCIES IN HOST COMMUNITIES?

GOAL: The Project Manager, Educational Director, or Site Coordinators will coordinate services with educational agencies in each host community.

DOCUMENTATION: Site Coordinator weekly reports, Educational Director community contact report, memos by the Project Manager on coordinative contacts.

ANALYSIS: The evaluator, from the documentation mentioned above, makes up a worksheet for each site indicating the types of coordinative effort worked out.

CRITERIA FOR DETERMINING ACHIEVEMENT OF GOAL: The criterion is met if there are coordinative contacts with educational agencies (either public school or preschool) in each host community.

FINDINGS: The mid-year evaluation detailed coordinative contact at Pasco, Washington; Prosser, Washington; Mabton, Washington; Walla Walla (College Place), Washington; Umatilla, Oregon; Hoopeston, Illinois; and La Grulla, Texas which took place during the 1974 summer migration and winter home base period up to December, 1974.

The program operated at the following sites during the period January, 1975 through June, 1975. The types of coordinative contact with local educational agencies is indicated for each.

La Grulla, Texas (Dates of operation through April 4, 1975). Coordination at this site was detailed in the mid-year report.

Pasco, Washington (Operation April, May, and June 1975 and continuing).

Preschool children were served in the short-term center operated in Pasco by EIRF (Educational Institute for Rural Families), with teachers from the mobile children continuing to provide lessons for children we were following.

Mr. Robinson, Resource Trainer, handled coordination with the public schools relative to the children of school-age we wished to continue to tutor. The principal at Longfellow School, Les Dominguez, located space for the tutoring teacher to work, introduced staff to the teachers who had the children involved in their classes and helped to work out a released time basis for this continued tutoring. Susan Switz, a special teacher employed by the school

for remedial work with migrant children, was very helpful, sharing equipment with our staff. The principal at Captain William Gray School, Mr. Hill, offered to place any other children who arrived from La Grulla at Longfellow School, to facilitate our program.

Prosser, Washington (Operation April, May, June 1975 and continuing).

Preschool children were combined with the short-term migrant center operated by EIRF (as at Pasco). Our teachers provided all of the educational program for children three and over, whereas EIRF provided staffing for the infant and toddlers at that center.

Mr. Robinson, Resource Trainer, met with Bill Borne, Principal at Riverview School in Prosser about school-age children we were following. Mr. Borne spent quite a bit of time attempting to secure adequate space for our tutoring program. Mr. Robinson also met with the three teachers who had children from our program. He demonstrated our curriculum to them. They were eager to cooperate with our program so allowed children from their classes to be released to our teacher at the same time each day.

Walla Walla, Washington (Operation May, 1975)

Preschool children were, for a time, served by the NRO day care center located in the center of the farm labor camp at Walla Walla. We worked out a cooperative arrangement whereby our teacher was allowed to continue to work with our children during certain lesson periods, and helped with general duties in the center at other times.

Then a disagreement between the NRO Center director and the Green Giant Company personnel resulted in nearly all Grulla children being bussed to Dayton (30 miles away) every day. This interrupted the program for a time. There was only one school-age child at Walla Walla during this period, and our trainee tutored that child at the labor camp after school hours so no contacts were necessary with the public school regarding this child.

Mabton, Washington

Preschool children in the Mabton area were brought to Prosser center. However, a teacher from our program went to Mabton daily for continued tutoring with school-age children in our tutoring program. Mr. Robinson met with Arno Johnson, Assistant Superintendent; with Bill Leggett, Principal at Fox Elementary School; and with the two teachers who had our children in their classes. Mr. Leggett helped us secure space,

and both teachers were very cooperative in allowing released time for continued tutoring.

Lynden, Washington (Opened June 25, 1975).

The NRO center director at Lynden expressed hostility toward our program and was generally uncooperative. As the principal of the summer migrant program was very supportive and able to provide space, both pre-school and school-age children were provided continuing program services at the school.

Hoopeston, Illinois (Operation May, June, and continuing).

Like Walla Walla, this site provides tutoring at the farm labor camp outside of school hours by the teacher assigned to work with the preschool children. As no released time arrangement has been worked out with the schools, coordinative contact with the school was not reported. Texas Migrant Council operates a center for preschool children, and our teacher functions within that center, providing lessons to children we are following.

SUMMARY OF FINDINGS:

1. Coordination with other educational agencies providing services to either school-age or preschool age children has taken place at every site.
2. All of the public school personnel contacted have been very supportive of the concept of following children from one location to another with supplementary tutoring, have been impressed by our curriculum and the professional skills of our paraprofessional migrant teachers, and have provided released time to facilitate the program when asked.

CONCLUSION: The project has coordinated our efforts with those of other agencies providing services to either preschool or school-age children in every community. This coordination has worked to the benefit of both local and mobile programs and fully meets the project goal.

3. HOW WELL HAS THE PROGRAM MONITORED FAR-FLUNG PROJECT OPERATIONS?

GOAL: The program manager and evaluator will monitor far-flung project operations through weekly mail, phone, or site visit contact with each teacher, trainer, and the Educational Director or Site Coordinator at each operating site.

ANALYSIS: The evaluator receives weekly reports from all teachers (reporting progress level of all children in each curriculum track as well as the provision of bicultural activities). She also received weekly reports from all training staff (reporting training activities and other responsibilities). The Project Manager maintains weekly contact through phone or site visit with the Educational Director and Site Coordinators at each site.

For evaluations, the weekly check-in chart for the teacher and trainer reports serve as supporting evidence of contact. The Project Manager provides the evaluator with a log of weekly contact with each site by phone or site visit. The Project Manager also receives weekly reports from each Site Coordinator and provides a summary of these to the evaluator as supporting evidence for this objective.

CRITERIA FOR DETERMINING IF OBJECTIVE IS MET: The criterion was met if there were check-in reports or notations of phone or site visit contact for at least 80% of the weeks of project operation.

FINDINGS: The telephone log indicates weekly contacts were carried out with each site by the Project Manager except for a three-week period when she was on vacation.

The check-in chart indicates weekly reports from every teacher and every member of the training staff except for weeks in which they were on leave or in transit between operating sites.

CONCLUSION: Program monitoring controls are in operation which enable consistent carrying out of project objectives despite the complications of an interstate delivery system. The program goal was met in this area of management.

TABLE 26

SUMMARY OF MANAGEMENT COMPONENT FOR INTERSTATE DELIVERY SYSTEM

	Exceeded	Met	Partially Met	Not Met
1. Service to children in two or more com- munities			X	
2. Coordination with host communities	X	X		
3. Weekly monitoring of far-flung pro- ject operations	X	X		